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UNITED STATES DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR, *Secretary*
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, *Commissioner*

RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Edited in the Library Division, Office of Education
By MARTHA R. McCABE

OUTSTANDING ARTICLES in educational periodicals and important new books in the field of education are now listed quarterly in the RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

The articles and books listed are selected by 13 specialists in major fields of education. Their names appear in the following contents. About 1,000,000 adults in the United States are now engaged in educational work. Each one is concerned with at least one particular phase of education. Each teacher and administrator desires, as a point of professional pride, to keep abreast of the literature of his particular field. It is to meet this personal need that the Office of Education has published the RECORD OF CURRENT EDUCATIONAL PUBLICATIONS for the last 20 years.

The RECORD now has the cooperation of leaders in American education in the selection of significant articles and books; delivery to the hands of users has been has-
tened; and an index of authors and subjects is supplied
) in each issue.

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III

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., June, 1932.

SIR: The Record of Current Educational Publications is once more submitted herewith, this time in somewhat different dress. I believe that this will make it easier to read than those which have been issued heretofore. We are still endeavoring to find ways and means of getting this manuscript out promptly, of maintaining its accuracy, and of continuing our policy of reporting the outstanding publications in the fields of education. Each quarter it comes out we have added whatever new forms we felt to be necessary. I respectfully recommend that it be printed as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

NOTE

THIS BIBLIOGRAPHY includes a classified and annotated list of significant publications for the period January to March, 1932, inclusive, which have been selected by the specialists whose names appear at the head of each section. The usual index of subjects and authors is appended.

The Office of Education can not supply the publications listed herein other than those expressly designated as its own publications. The books, periodicals, and pamphlets mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication from the secretary of that organization whose name is given in the entry.

NURSERY-KINDERGARTEN-PRIMARY EDUCATION

Edna Dean Baker

Assisted by Louise Farwell, Martha D. Fink, Frances Kern, M. Frances McElroy, and Vera G. Sheldon

CHILD DEVELOPMENT

PHYSICAL AND MENTAL GROWTH

1. COOK, WILLIE MAE. Ability of children in color discrimination. *Child development*, 2: 303-20, December 1931.
A study of 110 children, 45 girls and 65 boys, ranging in age from 17 months to 6 years was made. Red, green, yellow and blue squares of colored paper were used for both the naming and the matching tests. At two years of age, children are able to match color specimens with an accuracy of 45%; at 3 years, 97%; and to name the four primary colors with an accuracy of 25%; and at six years, 62%. Children of each age can discriminate more accurately between differences in hue than brightness or saturation. There is no consistent tendency to give one color precedence over the others.
2. GATTS, ARTHUR I. and SCOTT, ADOLPH W. Characteristics and relations of motor speed and dexterity among young children. *Journal of genetic psychology*, 39: 423-53, December 1931.
A study of 50 children from 4½ to 6 years of age in 17 tests to provide data for an analysis of the factors which tend to produce correlations among different tests of motor speed and dexterity. A low average correlation was found between scores on these motor tests with Stanford-Binet mental age. Tests judged to give least play to intelligence yield lowest correlations. Motor speed is specialized in about the same degree among young children as among adults.
3. GATTO, FRANK M. An experiment to evaluate the effectiveness of two reading systems in the first grade. *Pittsburgh schools*, 6: 72-91, November-December 1931.
This equated group study was conducted in 21 Pittsburgh elementary schools, with 305 pupils in each group. Seven standardized tests were administered, one intelligence test, the others, reading tests. The bases for equating groups were intelligence, reading ability, chronological age, home language, kindergarten attendance, repetition of grade and attendance during period of experimentation. Results given.
4. GOODENOUGH, F. L.; FOSTER, J. C.; and VAN WAGENEN, M. J. Minnesota preschool scale. *Minneapolis, Educational Test Bureau, Inc.*, 1932.
An individual mental-ability examination for children from 18 months to 6 years. There are two forms each having 26 different kinds of tasks with all materials produced in color.
5. JESSILD, ARTHUR T. and BIENSTOCK, SYLVIA F. The influence of training on the vocal ability of three-year-old children. *Child development*, 2: 272-91, December 1931.
A study to investigate the ability of three-year-old children to reproduce pitch and interval, to study the effects of training on this ability, to investigate the content of children's spontaneous singing, etc. Initial tests were given to 48 children and training was administered to 18 children over a period of six months, or forty 10-minute periods. Each child was observed 100 minutes during his free play for records of spontaneous vocalizations. Findings are given.
6. KAWIN, ETHEL and HOEFER, CAROLYN. A comparative study of a nursery school versus a non-nursery school group. *Chicago, Ill., University of Chicago Press*, 1931. 52 p.
A study of 22 pairs of children under 42 months of age, selected from two nursery schools, one of low and the other markedly higher socio-economic status. The pairing was based on sex, chronological age, mental age, physical status, and home background. Children included in the nursery school group were present at least 50% of the time. The children in the control group did not attend any nursery school or kindergarten. Results are given.
7. MARQUIS, DOROTHY POSTLE. Can conditioned responses be established in the newborn infant? *Journal of genetic psychology*, 39: 479-90, December 1931.
A problem to investigate the contention of Russian psychologists and physiologists that the formation of conditioned responses in newborn infants is impos-

sible. Eight newborn children of clinical maternity patients at Ohio State university hospital were used as subjects. Feeding reactions of the infants were the unconditioned response; the sound of a buzzer, the conditioned stimulus. The specific problem was to ascertain whether the buzzer alone would lead to feeding reactions. Results given.

8. MATHESON, EUNICE. A study of problem-solving behavior in pre-school children. *Child development*, 2: 242-62, December 1931.

A study of 28 children ranging in age from 2 to 4.6 years in order to get a general picture of the solving type of behavior in very young children by using Kohler's method. In all of the five varying situations the child was to try to get a cookie. All different kinds of overt reactions were noted. The ability to solve problems was positively correlated with both mental and chronological age.

9. TAYLOR, CORNELIA DECAMP. A comparative study of visual apprehension in nursery school children and adults. *Child development*, 2: 263-71, December 1931.

Thirty nursery-school children and 30 University of Minnesota students, used

as subjects, were shown a number of toys for three seconds and asked to name all they could remember of what they had seen. The average span of visual apprehension for the nursery-school children was 1.919 items, while the adult was 6.17 items.

10. VIETS, LOUISE F. An inquiry into the significance of nail-biting. *Smith college studies in social work*, 2: 128-46, December 1931.

There were 75 children in the nail-biting group as well as in the control group of children who have been cases at the Institute for juvenile research, Chicago, Ill. There were no I. Q.'s below 85, and one-third of the cases were from 9 to 11 years old. Interesting findings given.

11. WILLIAMS, HAROLD M. An audiometric test for young children. *Child development*, 2: 237-41, December 1931.

A study of the Western Electric 4-A audiometer combined with new phonographic records made through the courtesy of Dr. Harvey Fletcher of the Bell telephone laboratories, which will be of interest to any educator testing young children.

See also no. 316.

PROBLEMS OF BEHAVIOR

12. HILL, MAY. Your child and other children. *Parents' magazine*, 7: 18-20, March 1932.

"The social successes and failures a little child experiences in his contacts with other children are important because they determine his future attitude toward people."

13. PATRY, FREDERICK L. Developing integrated personalities in school pupils. *Ohio schools*, 10: 80-82, March 1932.

Stresses the need of studying the personality of the individual child and the means of developing each one to his greatest capacity. While the suggestions are intended for teachers, most of them would be helpful to parents. The relationship which should exist between home and school in order to have the child develop is emphasized.

14. SHERMAN, MANDEL. Character in the making. *Parents' magazine*, 7: 11, 51, January 1932.

"Emotionally stable parents who recog-

nize the problems of their children early and treat them impartially and judiciously need have little worry about detrimental conflicts."

15. WATSON, MAUD E. Children and their parents. With an introduction by Marlon E. Kenworthy. *New York, N. Y., F. S. Crofts and Co.*, 1932. 362 p.

Behavior problems in normal children based on complete case histories, studied with a view to diagnosis and correction. The technique of history taking, interpretation, and the treatment used to arrive at underlying causes of these problems are lucidly explained.

16. ZACHRY, CAROLINE B. Social adjustment and sex education. *Journal of the National education association*, 21: 5-6, January 1932.

"Social adjustment and sex education begin at birth whether the parents are conscious of the fact or not."

See also no. 279.

CHILD EDUCATION

EDUCATION IN THE HOME

17. ASTOR, FRANK. The road to independence. *Delineator*, 120: 14, February 1932.

This article, prepared by the Child training department, emphasizes the child's need for friendly and cheerful guidance if he is to "grow up" successfully.

18. BELL, LOUISE PRICK. Keeping the convalescent child happy. *Hypocrite*, 10: 24-26, January 1932.

Practical suggestions are given which will keep the convalescent child happy with interesting occupations and varied attractive surroundings.

19. ELIOT, THOMAS D. Why family harmony? *Mental hygiene*, 16: 85-100, January 1932.

Suggests that we refrain from seeking harmony as an end in family life since the harmonies essential to the

- child's welfare will obtain where there is intelligent interaction of family members.
20. FRANK, LAWRENCE K. The father's rôle in child nurture. *Child study*, 9:163-65, February 1932.
An individual point of view of the subject, presented in the symposium on Fathers and parent education, at the conference of the Child study association, April, 1931.
 21. GRUENBERG, BENJAMIN C., and GRUENBERG, SIDONIE M. All children differ. *Parents' magazine*, 7:14-16, 42-43, January 1932.
A plea to parents to recognize capabilities of their children and to refrain from forcing them into hopeless competition. "Not every runner can win the race."
 22. ——— Ups and downs in family life. *Parents' magazine*, 7:14-16, 42-43, February 1932.
The article "suggests a long range philosophy on which to base satisfactory relationships between parents and children."
 23. GRULEE, CLIFFORD G. Midwinter health for children. *Woman's home companion*, 59:18-19, January 1932.
"Cold need not mean colds." Practical suggestions for keeping children well physically and mentally.
 24. KILPATRICK, WILLIAM H. My child as a person. *Teachers college record*, 33:483-93, March 1932.
In discussing the child as a person the writer has in mind "something beyond just body and learning ability,"—"an increasing aliveness or growing fullness and richness of life closely allied to the use made of talents and opportunities." He illustrates by pointing out the progressive development at each level of life and then suggests how parents and teachers may help children to achieve it.
 25. LANGDON, GRACE. The child's part in sex education. *Parents' magazine*, 7:12-13, 58-61, February 1932.
Knowledge of sex comes to every child in the natural course of daily living. Adults should interpret the child's experiences so that he will develop wholesome attitudes toward the sex side of life.
 26. LINDEMAN, EDUARD C. Bringing father back into the family. *Child study*, 9:159-62, February 1932.
Summarizes the major points of the conference of the Child study association on fathers and parent education, a part of a symposium presented at the April, 1931, meeting.
 27. QUILLIARD, MARGARET. Primers for parents. *Child study*, 9:196-99, March 1932.
Material developed by the field-work committee of the Child study association leaders group in which the experiences of parents checked against scientific data available have been put into simple, usable form.
 28. RADEMACHER, E. S. Why can't you be more like Johnny Groves? *Hygeia*, 10:33-34, January 1932.
Parents are the best examples for children to emulate, but if they must pick models for their boys and girls it is best to pick them from other days and localities.
 29. RAND, WINIFRED. Parent education. *Journal of home economics*, 24:103-8, February 1932.
Emphasizes parent education as something more than lecture-discussion groups carried on with parents. Stresses the need of the social worker in individual parent education.
 30. REYNOLDS, ROLLO. Stick to your bush. *Child study*, 9:135-37, January 1932.
Emphasizes the joy of the finished job which children need to discover for themselves.
 31. RICHARDS, ESTHER LORING. Establishing good habits. *Parents' magazine*, 7:11, 44, February 1932.
"Discrimination is a virtue not to be overlooked in dealing with childhood issues—'In non-essentials, liberty; in essentials, unity; in all things, charity.' No parent guided by these principles can go far astray."
 32. RICHARDSON, FRANK HOWARD. When they go to school. *Woman's home companion*, 59:12+, February 1932.
This article gives practical suggestions for guidance in attempting to aid children in establishing right attitudes.
 33. ROTZEL, GRACE. Taking the initiative. *Child study*, 9:133-35, January 1932.
Stresses the duties which grow out of the child's own maturing experiences, whether they be personal, social or civic.
 34. WINN, MARY DAY. Advice to parents. *Child study*, 9:193-96, March 1932.
A survey and evaluation of parent education in newspaper and periodical.
 35. WOLF, ANNA. Laws to be broken. *Child study*, 9:137-39, January 1932.
States that people who believe that what passes as modern is merely the wholesale granting of license to do as we please under all circumstances, are laboring under a false impression.
 36. WOLFE, W. BÉBAN. The father in the family. *Hygeia*, 10:38-42, January 1932.
Discusses the importance of an integrated family life where mother and father are companions and friends of the children. "In the background of every problem child lurks the spectre of a problem parent."
see also no. 323.

EDUCATION IN THE SCHOOL

General

37. FRAZER, LAURA. Changed demands in primary education to meet a new age. *Baltimore bulletin of education*, 10:81-84, January 1932.

The simplicity of the environment of a generation ago is discussed in relation to the ability of the preschool child, to understand his environment and to make use of his knowledge. The many changes in the environment caused by scientific inventions, the automobile, radio, etc., which are beyond the comprehension of the child, may be the cause of developing superficiality unless the curriculum is adapted to his needs in relation to the past and the present environment.

38. MINOR, RUBY. The kindergarten guides the individual child. *American childhood*, 17:7-9, 53, February 1932. illus.

Deals with several phases of kindergarten education, the two most important being the daily schedule and the individual record. In relation to the former, the need of studying the individual child and adapting the activities to his needs, is stressed, while the daily record of his achievement should be the basis of further adaptation. Contains suggestive record blanks.

39. WRIGHT, DOROTHY. The community kindergarten. *School and home*, 14:45-49, January 1932.

A former article, The Pre-kindergarten, is followed by this one dealing with the aspect of teacher training in the Community kindergarten which is under the direction of Ethical culture. The students in training are given many opportunities to assist with the children in this kindergarten and many agencies cooperate in the program.

Curriculum

40. DOWNING, ELLIOT R. The course in nature-study. *Childhood education*, 8:339-41, March 1932.

The author gives the following major goals of nature study: (1) to give such an understanding of and familiarity with the most important principles or laws of science as will insure the ability of the pupil to use them in solving the problems involving science that are bound to arise in his life; (2) to impart skill in scientific thinking; and (3) to establish certain desirable ideals, desires, tastes, attitudes of mind that impel to vigorous action.

41. FANCLER, DELLA GOODE and CRAWFORD, CLAUDE C. Teaching the social studies. *Los Angeles, Calif., University of Southern California*, 1932. 376 p.

A very useful book for teachers of social studies.

42. POLKINGHORNE, ADA R. Children and trees. *Childhood education*, 8:370-74, March 1932.

An interesting description of children's experiences with trees in the primary grades in the University elementary school, University of Chicago, Chicago, Ill.

43. STEVENS, BERTHA. Earth science. *Childhood education*, 8:349-53, March 1932.

A discussion of a plan for emphasizing the quality of wholeness in the presentation of earth science.

44. THOMPSON, FRANCES MAE and HADLEY, THEODOSIA. Experiences in nature-study used as the basis for other school activities. *Childhood education*, 8:354-58, March 1932.

Description of science units in the first grade of the Western State teachers college training school, Kalamazoo, Mich.

45. VINAL, WILLIAM GOULD. The common garden variety of toad comes to school. *Childhood education*, 8:359-64, March 1932.

The author's purpose is to show: (1) That we can no longer afford to belittle children; (2) That the teachers in the lower grades need thorough "grounding" in science that the growing concepts, habits, and attitudes of children be sound; (3) That the child and the scientist use a common thread of procedure in the scientific method of thinking.

46. WILKER, MARQUERITE. Modern theory in kindergarten practice. *University of Michigan School of education bulletin*, 3:65-66, February 1932.

An editorial which deals primarily with the necessity of observing and studying children in order to meet their needs more satisfactorily; to consider the value of informal procedure in contrast to formal education and thereby promote self expression.

Arts and Skills

47. DOBBS, ELLA VICTORIA. First steps in art and handwork. *New York, N. Y., The Macmillan Company*, 1932. 242 p.

A text and reference book for teacher-training classes and a manual for teachers-in-service. The author emphasizes that

the subject matter in art and handwork in the primary school must depend upon social needs.

48. HIGER, NANCY IMENE. Before books in an Indian school. *Progressive Education*, 9:135-43, February 1932.

A description of a few of the activities of Indian children as they make their adaptations to a new environment and a new language.

49. LAWHEAD, HELEN E. Teaching Navajo children to read. *Progressive education*, 9:181-35, February 1932.

Stresses the fact that Indian children have the same curiosity, the same open minds, the same trustfulness, the same sense of satisfaction in having found out something new that other children have.

50. MACLATCHY, JOSEPHINE H. Counting and addition. *Educational research bulletin (Ohio State university)*, 11:96-100, February 17, 1932.

Shows that the realization of number comes to the child entering first grade through his activities in the kindergarten and home. Suggestions for early instruction in number can be gained from the implications contained in the study.

51. ROY, CALISTA. Useful and interesting arithmetic for children. *Education*, 52:325-29, February 1932.

Discusses the new possibilities in arithmetic—100 per cent mastery of the fundamentals, greater interest and better understanding, and the absence of pressure or failures.

52. STUDEBAKER, J. W.; FINDLEY, W. C.; KNIGHT, F. B.; and GRAY, WILLIAM S. Number stories. Book one. Chicago, Ill., Scott, Foresman & Company, 1932. 144 p.

The content of this book is based upon a carefully organized series of correlated reading and number experiences which develop essential number concepts. These ideas are introduced through stories of monkeys, bears, the circus, etc., in which children are already interested and lead to arithmetic in which they have not a primary interest.

53. TWADDELL, VERA CARE. Creative music in the primary grades of the Durham County, North Carolina, schools. *Childhood education*, 8:313-16, February, 1932.

Describes the making of musical instruments for a rhythm orchestra.

See also no. 318.

Equipment and Materials

54. BAOMEISTER, Mrs. RHODA W. Telling stories to babies. *Child welfare*, 26:388-90, March 1932.

An interesting article on story telling for children of nursery school age, by a nursery-school teacher writing out of her own experience. It should prove helpful in parent-education work and for students in practice in the nursery school.

55. POLKINGHORNE, ADA R. A playhouse in a school room. *Childhood education*, 8:296-300, February 1932.

Description of a playhouse built in a

first grade of the University elementary school, University of Chicago, Chicago, Ill.

56. WALKER, MABEL. The pre-kindergarten. *School and home*, 14:39-43, January 1932.

A description of the opening of the first pre-school room in Ethical culture school. The type of equipment which is of value to this age level is discussed and illustrated. In addition to the benefits derived from the school by the children, the value of the work as a training center for teachers is emphasized.

Development of the Nursery School

57. GORDON, KATHERINE. A study of hand and eye preference. *Child development*, 2:321, December 1931.

Report of a study of the hand and eye preference of the children at Vassar college nursery school for the school year of 1929-1930.

58. HOSTLER, AMY and BICKNELL, GERTRUDE. Science experiences in the nursery school. *Childhood education*, 8:342-48, March 1932.

An account of how a definite list of science activities for two groups of nursery-school children, group I, 2 to 3½ years, and group II, 3½ to 5 years, was planned and carried out at Western Reserve nursery school.

59. ROSE, MARY S.; ROSE, ELDA; and BORGESON, GERTRUDE M. The food consumption of nursery-school children. *Child development*, 3:29-42, March 1932.

A study which results in suggestions for a new standard distribution of calories for nursery-school children.

60. SMITH, ELEANOR HUSSEY. A home-made nursery school. *Child welfare*, 26:331-34, February 1932.

Suggestions on how thoughtful parents can produce in their own homes many of the features that make the nursery school valuable.

See also no. 766.

Religious and Character Education

61. DAVIS, MARY DARNLEY. A school where children think. *School life*, 17:117, February 1932.

The article reports a discussion in one school which was motivated by a problem that provoked thinking. In another school the principal analyzed the process

and the results of thinking through questions, as giving power to make individual decisions, ability to weigh values and to support opinion with evidence, and to be tolerant and unprejudiced.

62. FOSTER, VIOLET H. and WILCOX, EDNA B. From a report card to a character training program. *Childhood education*, 8:306-12, February 1932.

The authors show the development of a report card for rating children in citizenship, which was gradually refined through the study and cooperation of principals and teachers and through use with children. It became the basis of the character education program in the schools of Jackson, Michigan.

63. HARDY, MARJORIE. Religious education in a kindergarten-primary school. *Childhood education*, 8:301-4, February 1932.

Reports the development of a religious education plan by the principal and teachers of a kindergarten-primary school. The plan does not follow any one creed, and has as its objective the development of resources for living life at its fullest, character traits essential to good citizenship, and attitudes that contribute toward brotherly love and friendship. The plan is concrete, well-rounded and workable.

64. MEAD, MARGARET. South Sea tips on character training. *Parents' magazine*, 7:13, 66-68, March 1932.

The writer makes an interesting comparison between the education of children in America and in the South Seas where she studied two different groups of primitive children. She points out the danger of blurring the individuality of children through continuously "herding them in groups where all are the same age, size, and stage of mental development" and sometimes from families of the same social and economic status.

65. MORTON, FRANCES MCKINNON. Developing habits of self-reliance. *First steps in Christian nurture*, 7:16-17, January-February-March 1932.

The growth of character is largely a matter of making choices, so that our

first problem in helping children to become self-reliant is to provide them with opportunities for making choices. Shows how a variety of simple choices may be provided for the little child, and then indicates other means of teaching self-reliance, such as care of person and possessions, sense of moral self-reliance, development of manual skills, opportunity for nurture, and growth in self-control.

66. MYERS, GABBY CLEVELAND. Training children in courage. *American childhood*, 17:10, 57-58, January 1932.

Teach courage to the child by helping him to escape needless fears, some of which are concerned with physical pain. This article takes up the problem of teaching the child to inure himself to physical pain and to avoid the usual attendant emotions which greatly magnify the fear of it.

67. RUTLEDGE, PAULINE. Beauty and the child. *Childhood education*, 8:259-61, January 1932.

This article is inspirational and practical. "Children, like all of us, really believe in the beautiful." Shows how places that are not beautiful may be made so as teachers and children work together to produce beauty, and that such living together "in right relation to others and in harmony with the eternally unfolding life of God" creates the "beauty-ful life."

68. SHERIDAN, HAROLD J. Training children to meet problems intelligently. *First steps in Christian nurture*, 7:5-7, 28, January-February-March 1932.

One of the most difficult tasks for the teacher of character education or the parent is to prepare the child to meet new situations and new problems. This article gives several practical suggestions on how children may be helped to meet the "unknown" and "untried" with poise and intelligence.

69. WAGONER, LOUISA C. Helping the child to help himself. *Parents' magazine*, 7:20-21, 39-40, January 1932.

"A child acquires habits of self-reliance by learning to handle situations which become increasingly complex as his ability grows."

ELEMENTARY EDUCATION

Ernest Horn

Assisted by R. H. Beall, L. J. Brueckner, Frances E. Dearborn, Paul R. Hanna, M. B. Hillegas, J. L. Meriam, R. H. Palmer, E. T. Peterson, L. S. Tiresman, Clifford Woody

70. AREY, GRACE and BROOKS, HAZEL. Shoes. *New York, N. Y.; Bureau of publications, Teachers' college, Columbia university*, 1932. 16 p. (Teachers' lesson unit series, no. 29)

A detailed study of shoes. M. B. H.

71. ARWATER, CATHERINE SOMERS. Achievements in English under

the activity program. *Elementary English review*, 9:38-41, 47, February 1932.

Description of actual work carried on with the guidance of a skillful teacher. L. S. T.

72. BARNES, WALTER. A curriculum of literature experiences. *English journal*, 21:191-200, March 1932.

- A discussion of a plan to reorganize the literature curriculum in order to be sure of genuine experiences, the securing of literary effects and values, and the preparation for real situations. F. R. D.
73. BRUECKNER, LEO J. The nature of problem solving. *Journal of the National education association*, 21: 13-14, January 1932.
Suggests the need for enriched settings for problem solving. R. H. B.
74. BUSH, A. S. A classroom experiment in teaching elementary arithmetic. *Educational method*, 11: 284-89, February 1932.
Reports a technique for the improvement of teaching the fundamentals of arithmetic. R. H. B.
75. COXE, WARREN W. Our homogeneous-ability grouping confusion. *Journal of educational research*, 25: 1-5, January 1932.
Points out that in homogeneous grouping subject matter to be learned is the end of instruction, while in ability grouping the purpose is to develop "certain more general abilities." The need of adapting methods of teaching to varying ability is pointed out. L. J. B.
76. DE WATER, FREDERICK F. The unbent twig. *Woman's home companion*, 59: 19, March 1932.
A father very pointedly questions his son's "ultra-modern schooling." "When will the happy loose-ended undisciplined system under which his education progresses end? Educators proclaim the value of this unhampered development. I have moments of doubt." So do some "educators." J. L. M.
77. DICKEY, JOHN W. Much ado about zero. *Elementary school journal*, 32: 214-22, November 1931.
The specific aim of this article is fourfold, to show inductively: (1) why zero times any number is zero; (2) why any number times zero is zero; (3) why zero divided by any number is zero; and (4) why a number can not be divided by zero. If this fourfold aim is realized, rules may no longer appear irrational to teachers and may as a consequence seem less irrational to inquisitive pupils sometimes found in classrooms. R. H. B.
78. DUVALL, JOSEPHINE. The Crusades. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1932. 86 p. (Teachers' lesson unit series no. 26)
The aim of this study was to portray life in the Middle Ages interestingly, so that it would develop in the pupils an attitude of tolerance toward other peoples. M. B. H.
79. GILBERT, L. C. Experimental investigation of a flash-card method of teaching spelling. *Elementary school journal*, 32: 337-51, January 1932.
The author reports that through the use of flash-cards in the teaching of spelling the experimental group surpassed the control group in learning efficiencies and in the amount of time needed for spelling. C. W.
80. GOODYKOONTZ, BESS; DAVIS, MARY DABNEY; and LANGVICK, MINA M. Biennial survey of education in the United States, 1928-30. Chapter II. Elementary education. Advance pages. Vol. I. *Washington, U. S. Government printing office*, 1931. 62 p. tables. (Office of education. Bulletin, 1931, no. 20)
A summary of the achievements and trends in the educational program of the school systems of the United States. F. R. D.
81. GRAMMER, MAURINE. Indians of the Southwest. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1932. 20 p. (Teachers' lesson unit series no. 27)
The children making a study of the Southwest Indians, learned to weave, to make pottery, to write verses, and to make modern articles decorated with Indian designs. Meanwhile they were becoming familiar with the customs of these Indians—their dances, their entertainments, their picture writing, and other phases of their life. M. B. H.
82. GRAY, W. S. Summary of reading investigations (July 1, 1930, to June 30, 1931) *Elementary School journal*, 32: 447-63, February 1932.
A summary of research in reading, continuing the reading service begun by Dr. Gray in his reading monograph. L. J. B.
83. GROSSNICKLE, FOSTER E. How to estimate the quotient figure in long division. *Elementary school journal*, 32: 299-307, December 1931.
An excellent analysis of difficulties in naming quotients and practical recommendations of procedure. Some new data are presented. L. J. B.
84. ———. How to test the accuracy of the estimated quotient figure. *Elementary school journal*, 32: 442-46, February 1932.
Presents a new technique to be used in checking the accuracy of the estimated quotient figure. L. J. B.
85. HARAP, HENRY. Making a handwriting course of study. *Educational method*, 11: 202-9, January 1932.
"Of all the subjects of the curriculum there is none which is narrower in its scope, clearer in outline, fewer in its essentials, and simpler in learning organizations." Yet the writer proposes six major studies, vital in providing a sane course of study in writing. When one observes the high skill in writing achieved in some schools where "writing" exists only when and where it actually functions, one wonders if makers

- of courses of study in writing are not "making much ado about nothing"—or little. J. L. M.
86. HATFIELD, W. WILBUR. The ideal curriculum. *English journal*, 21: 182-90, March 1932.
- A summary of the curriculum plan which is being sponsored by the National council of teachers of English. F. R. D.
87. HORGAN, JOSEPHINE M. The story of lighting. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1932. 32 p. (Teachers' lesson unit series no. 22)
- A description of how a fourth-grade class made a study of lighting. M. B. H.
88. HULLFISH, H. GORDON. Educational confusion. *Educational research bulletin (Ohio State university)*, 11: 85-90, February 17, 1932.
- An analysis of John Dewey's Inglis lecture, "The way out of educational confusion," with some practical curriculum suggestions. L. J. B.
89. HULTZ, HELEN L. The Byrd Antarctic expedition. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1932. 48 p. (Teachers' lesson unit series no. 25)
- While Commander Byrd and his men were in Antarctica, this class made an intensive study of the work of the expedition. M. B. H.
90. HUNTINGTON, ELLSWORTH; BENSON, C. BEVERLY; and MCMURRY, FRANK H. Living geography. Book one: How countries differ; Book two: Why countries differ. *New York, N. Y., The Macmillan Company*, 1932. 2 vols.
- The definition, "Geography is a description of the earth's surface" by Morse, in 1806, yields to a new emphasis, at least in the title "Living geography." But the reviewer observes that these two volumes are arranged by countries—location on the earth's surface—rather than on the basis of forms of living. However, there is probably more emphasis upon living people than is found in other such texts. J. L. M.
91. KINNEMAN, JOHN ALBERTUS. Society and education. *New York, N. Y., The Macmillan Company*, 1932. 550 p.
- A comprehensive and provocative treatment of social, economic, political, aesthetic, and moral problems of contemporary life and the implications for the school. Especially adaptable for teacher training-in-service and in colleges. P. R. H.
92. LOOKERBY, FLORENCE. Banking. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1932. 24 p. (Teachers' lesson unit series no. 28)
- Describes in detail how an eighth-grade class made a study of banking. M. B. H.
93. LONG, H. H. and MAYER, WILLA C. Printing versus cursive writing in beginning reading. *Journal of educational research*, 25: 350-56, December 1931.
- Presents evidence showing that classes in which printing was used made larger growths than were made by classes in which the teacher used cursive writing. L. J. B.
94. LYMAN, R. L. Summary of investigations relating to grammar, language, and composition. *Elementary school journal*, 32: 352-63, January 1932.
- Summary of investigations under "four general heads: (1) investigations concerning the curriculum; (2) investigations in correct usage; (3) investigations in the field of written composition; and (4) investigations in methods of teaching." L. S. T.
95. ——— Summary of investigations relating to grammar, language, and composition (January, 1929, to January, 1931) *Elementary school journal*, 32: 428-34, February 1932.
- A summary of research in these subjects which have appeared since the publication of his monograph in which earlier studies were summarized. L. J. B.
96. MCCROBY, J. R. The reliability of the accomplishment quotient. *Journal of educational research*, 25: 27-39, January 1932.
- Presents data to show that the accomplishment quotient is an unreliable basis for diagnosis of individual cases. The data are based on the Stanford and Terman tests. L. J. B.
97. MCGAUGHY, J. RALPH, ed. The new wonder world. *Chicago, Ill., George L. Shuman & Company*, 1932. 11 vols.
- This series is one of several encyclopedias for children, suitable for both school and home. Unlike most encyclopedias the first ten volumes are arranged by large subjects, one volume dealing with invention and industry, others with story and art, sports, pastimes and handicraft, etc. Such a "library of knowledge" is a contribution to school equipment. Volume 11 is addressed to parents and to teachers, acquainting them with the new school movements and helps in their work. Contributors to this volume are well known educational leaders in the schooling of children. J. L. M.
98. MONROE, WALTER S. and ENGLEHART, MAX D. A critical summary of research relating to the teaching of arithmetic. *Urbana, University of Illinois*, 1931. 115 p. (Bulletin no. 58)
- This bulletin, as indicated by its title, is a presentation through an evaluation of all of the educational investigations

- dealing with methods of learning in the teaching of arithmetic. C. W.
99. MORRISON, J. CAYCE. Next steps in improving elementary education. *Educational method*, 11: 257-62, February 1932.
- A list of principles underlying the improvement of elementary education is given. They state chiefly the point of view of the supervisor as exemplified by the progressive education movement.
L. J. B.
100. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-first yearbook, Part I. A program for teaching science. *Bloomington, Ill., Public School Publishing Co.*, 1932. 370 p.
- A comprehensive discussion of the status of investigation and teaching of science. Sections on content of science course for elementary grades especially helpful.
P. R. H.
101. NEGAUNEE PUBLIC SCHOOLS. Index of home reading books and room libraries for grades and high school. *Negaunee, Michigan, Negaunee Public Schools*, 1931. 54 p.
- A discussion of the plan for stimulating extensive home reading in the Negaunee public schools. The report also gives the reading lists, authors, publishers, and prices of the books available for each grade.
C. W.
102. OVERN, A. V. Indices of supply and demand of teachers in Minnesota. *Minneapolis, Minn., University of Minnesota Press*, 1932. xxvi, 254 p.
- This is a substantial contribution to a field, the importance of which is recognized by nation-wide interest and activity. From the technical point of view, the emphasis is not so much on personnel description as on validation of samplings and on the development of a series of measures of trends, usually covering the period 1923-1930 and expressed in terms of percentages of the average for the period. This is subject to the criticism that such measures do not lend themselves readily to cumulative and continuous derivation and use. In common with all other similar studies, there is failure to develop either general or specific supply-demand ratios. It is, however, only through the projection of intensive investigations such as this in every state, that the complicated problem of teacher supply and demand will yield to control.
E. T. P.
103. PIERING, ELLIS C. Science library for elementary schools. *School science and mathematics*, 32: 65-77, January 1932.
- A book list for the elementary science library.
C. W.
104. RATHS, LOUIS E. The grade-placement of addition and subtraction of fractions. *Educational research bulletin (Ohio State university)*, 11: 29-38, January 20, 1932.
- A pertinent criticism of the experiments of the Committee of seven in grade-placement.
R. H. B.
105. RIPPEY, IRENE. Super vision. *Platoon school*, 5: 13-17, December 1931.
- An opinion from a classroom teacher with a strong appeal for teachers to know more, understand more, and participate more in supervision.
R. H. P.
106. SANGREN, PAUL V. Improvement of reading through the use of tests. *Kalamazoo, Mich., Western State teachers college*, 1931. 207 p. (Bulletin, vol. 27, no. 2)
- A valuable discussion of the problems involved in the teaching of reading, supplemented by numerous suggestions for remedial instruction.
C. W.
107. STEVENSON, ELMO Y. Children's nature interests. *Elementary school journal*, 32: 276-85, December 1931.
- An excellent summary of research on pupils' interests in nature study and a report of some new experimental approaches that seem to be very promising.
L. J. B.
108. THORNE, NORMAN C. Supervision through visitation. *Platoon school*, 5: 5-9, December 1931.
- Splendid argument for classroom visitation with suggestions for improvement.
R. H. P.
109. TRABUE, M. R. A council program of scientific guidance in elementary school composition. *Elementary English review*, 9: 12-16, January 1932.
- A description of five characteristics of a good guidance program in English composition teaching.
F. R. D.
110. VIRGINIA. STATE BOARD OF EDUCATION. Organization for Virginia state curriculum program. *Richmond, Va., State board of education*, 1932. 26 p.
- A statement of the purposes of the state curriculum program, relation between state and local divisions, and detailed outline of the organization of the work.
P. R. H.
111. ZELIGS, DOROTHY F. When we were nomads. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1932. 32 p. (Teachers' lesson unit series no. 24)
- A unit on nomadic life in general and on Hebrew life in particular.
M. B. H.
- See also nos. 52, 747, 768, 781.

SECONDARY EDUCATION

Leonard V. Koss, assisted by O. I. Frederick

GENERAL

112. BACON, FRANCIS L. The development of the National department of secondary education. *Junior-senior high school clearing house*, 6: 274-82, January 1932.
- A discussion of the original purpose, growth in membership, and the broadening program of the National association of secondary-school principals which became the Department of secondary-school principals of the National education association.
113. BENSON, RICHARD M. The development of the secondary school in the West between 1890 and 1920. *School and society*, 35: 260-62, February 20, 1932.
- Based on reports of the United States Commissioner of education and the United States Bureau of the census. Deals with the number of schools, enrollment, and number of pupils per 1,000 population for ten-year intervals.
114. BRIGGS, THOMAS H. Cavilling at complacency. *Junior-senior high school clearing house*, 6: 70-83, October 1931.
- Stresses need for: (1) education appropriate to the capacities, interests, and needs of every youth; (2) putting into practice in our secondary schools such philosophy as we profess; (3) developing in pupils an attitude toward subjects which will cause them to continue those studies in higher institutions or independently; and (4) a commission of educators, philosophers, economists, sociologists, and other eminent men in pertinent fields to consider the problems involved and propose a national program in which education would find its place.
115. ———. A program for secondary education. *Bulletin of the Department of secondary-school principals*, no 40: 1-12, March 1932.
- Presents certain fundamental principles of secondary education. Stresses the need for a clearly formulated comprehensive set of principles developed as a result of a long period of labor and carefully controlled experimentation by the best men and women who can be enlisted in the service. Considers the near future an opportune time to launch such a program because the findings of the National survey of secondary education will soon be available and will furnish a good foundation for it.
116. DOUGLASS, HARL R. Organization and administration of secondary schools. *Boston, Mass., Ginn and company*, 1932. 580 p.
- Considers such matters as types of secondary-school organizations, housing, curriculum, staff, school schedule, guidance, discipline, instructional procedures, the principal, personnel records, business accounting, and community relationships.
117. DRAPER, EDGAR M. and ROBERTS, ALEXANDER C. Principles of American secondary education. *New York, The Century Co.*, 1932. xxxiii, 549 p.
- Treats of the importance, characteristics, and evolution of American secondary education, also in other lands, integration of secondary school units, articulation of secondary with elementary and higher education, provisions for needs of adolescence, guidance, extracurriculum, the principal, teachers, methods of research for secondary-school teachers, grounds, buildings, equipment, methods of teaching, and curriculum.
118. EDMONSON, JAMES B.; ROEMER, JOSEPH; and BACON, FRANCIS L. Secondary-school administration. *New York, The Macmillan company*, 1931. ix, 483 p.
- Considers secondary education from junior high school through junior college. Stresses articulatory procedures. Presents separate chapters dealing with the problems of the large and small high school. Treats of such matters as administrative and teaching staff, office routine, care of building, schedule-making, control of pupils, guidance, extracurriculum, library, physical education, instructional problems, direction of study, standardizing agencies, and public relations.
119. EIKENBERRY, D. H. Abstracts of unpublished master's theses in the field of secondary-school administration. *Bulletin of the Department of secondary-school principals*, no. 39: 1-171, January 1932.
- Abstracts of theses prepared in the Department of school administration of the Ohio State university during the period 1925-31. Studies deal with administration, supervision, administrative and teaching staff, guidance, articulation, extracurriculum, standardization, special types of secondary schools, junior high school, curriculum trends, programs of studies, and conditions and needs of libraries.
120. GRINNELL, J. E. and UMSTATTD, J. G. Abstracts of masters' and doctors' theses in education; University of Minnesota, July 1, 1929, to July 1, 1930. *Minneapolis, College of education, University of Minnesota*, 1931. 35 p. (Eta chapter, Phi delta kappa. Educational research bulletin no. 2)
- States problem, procedure, and results of theses. One part is on secondary education and pertains to supervision of pupils during non-school hours, history of secondary education in Minnesota, personnel study of the student body in

private secondary schools in Minnesota, and programs of studies and training of teachers in private and public secondary schools of Minnesota.

121. JESSEN, CARL A. The National survey of secondary education—a summary of progress. *Junior-senior high school clearing house*, 6: 271-73, January 1932.

Summarizes procedures employed, lists projects included, indicates progress made, and states policies adopted in connection with the National survey of secondary education.

122. ——— Secondary education. Biennial survey of education in the United States, 1928-1930. Chapter III. Vol. I. *Washington, United States Government printing office*, 1931. 23 p. [U. S. Office of education. *Bulletin*, 1931, no. 20]

Considers number of schools and pupils, reorganization, junior college, private secondary education, curriculum, articulation, and the various projects in the National survey of secondary education.

123. KEFAUVER, GRAYSON N. Some issues in the organization of specialized secondary schools. *Bulletin of the Department of secondary-school principals*, no. 40: 266-74, March 1932.

Raises five issues concerning relative merits of comprehensive and specialized secondary schools. Indicates kinds of

information secured along such lines in connection with the National survey of secondary education.

124. KOOS, LEONARD V. Major aspects of the National survey of secondary education. *Bulletin of the Department of secondary-school principals*, no. 40: 13-26, March 1932.

A discussion of the general organization of the survey, the four stages of work on the projects, the inquiry forms, visits to the schools, deviations from the dominant procedure, the methods of research represented, the plans for publication, and the probable helpfulness of the survey.

125. NEWLON, JESSE H. Administration of the secondary school. *Teachers college record*, 33: 305-13, January 1932.

A discussion of characteristics of notable high schools visited by the writer. Presents suggestions for improvement.

126. SMITH, WILLIAM A. Secondary education in the United States. *New York, The Macmillan Company*, 1932. xvi, 429 p.

Traces the rise and development of the democratic American secondary school system and characterizes and interprets its present functioning with respect to objectives, needs of pupils, curriculum-making, extra-curriculum, and practices of teaching. Deals with the entire secondary period, from junior high school through junior college.

See also nos. 340-342, 364, 373, 762.

JUNIOR HIGH SCHOOLS

127. CLEVELAND, OHIO. BOARD OF EDUCATION. The junior high schools. *Cleveland, Ohio, Board of education*, 1931. 281 p.

Superintendent's annual report. Deals with the philosophy and history of junior-high schools, the program of studies, teaching staff, classification, attendance, organization and scope of supervisory activities, various subject-fields, the library, visual education, radio, and guidance.

128. SPAULDING, F. T. Is the junior high school organization superior to the conventional organization? A report on na-

tion-wide practice. *Bulletin of the Department of secondary school principals*, no. 40: 208-29, March 1932.

A presentation of findings in connection with one aspect of the reorganization project of the National survey of secondary education. Considers the characteristics of the organization of the typical junior-high school and compares it with the typical organization of corresponding grades in conventional schools.

See also nos. 118-119, 126, 132, 134-135, 138, 166, 172, 174, 182, 186, 189, 212, 215, 224, 232, 247-248, 622, 653, 681-682, 684, 687, 689, 731, 859.

MEASUREMENT

129. ENGLE, T. L. A comparative study of first and final marks. *School review*, 40: 55-60, January 1932.

Report of a study involving 6,087 marks given by 36 different teachers of the Elston senior high school at Michigan City, Indiana.

130. GOULD, GEORGE. Practices in marking and examination. *School review*, 40: 142-46, February 1932.

Reports findings from 93 questionnaire-replies from schools in 47 States.

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131. MATHEWS, R. D. The use of the standard deviation value in improving teachers' marks and in diagnosis. *Educational outlook*, 6: 90-96, January 1932.

Illustrates and explains the use of the technique.

132. PALMER, JASPER T. Marking and home reports. *Junior-senior high school clearing house*, 6: 216-20, December 1931.

Describes system of marking and home

reports used in the Washington junior high school at Mount Vernon, New York. Takes cognizance of physical condition, character traits, progress in work, and accomplishment ratio.

133. SYMONDS, PERCIVAL M. The testing program for the high school. *School review*, 40: 97-108, February 1932.

Classifies tests, points out values of each type, and suggests a program for their use in high school.

134. TAYLOR, J. COREY. The reliability of quarterly marks in the sev-

enth grade of junior high school, together with the value of certain standard tests in predicting them. *Baltimore, The Johns Hopkins university*, 1931. x, 54 p. (Studies in education, no. 17)

A doctor's dissertation, involving measurement of ability and achievement of hundreds of pupils in Baltimore junior high schools. Eight conclusions drawn.

See also nos. 149, 169-170, 212-213, 216, 224, 229, 244, 250, 256.

SCHOOL POPULATION

135. CARLSON, L. L. Idaho educators give reasons for pupil mortality in junior-high-school grades. *Junior-senior high school clearing house*, 6: 172-74, November 1931.

Based on results of a questionnaire participated in by 113 Idaho educators.

136. LEECH, DON R. The geographical distribution of high-school graduates. *School review*, 40: 51-54, January 1932.

Report of a study covering the years 1888-1923 and involving 422 graduates of the Albion, Nebraska, high school.

137. RUTLEDGE, RICHARD E. and FOWLER, ALLEN. The changing senior high school population and the curriculum problem. *School review*, 40: 109-14, February 1932.

Considers the high school as a selective agency, the situation in the Oakland, Calif., senior high schools, the present curriculum, and the solution of the problem.

ADMINISTRATIVE AND TEACHING STAFF

138. HUTSON, PERCIVAL W. A neglected factor in the teaching load. *School review*, 40: 192-203, March 1932.

A report of a study concerning the number of different pupils committed to a teacher during a given semester or year; and how frequent and adequate are the teacher's contacts with his pupils. Based on replies to an inquiry form submitted to the teachers of the three junior high schools in Johnstown, Pennsylvania.

139. WIRT, HELEN LUCILE. The office of the dean of girls in the senior high schools of California. *California quarterly of secondary education*, 7: 199-217, January 1932.

Based on 169 replies to a questionnaire. Deals with professional training, experience, and salary of dean of girls, subjects taught, the dean and the counseling program, and the organization and management of the dean's office.

See also no. 127.

SUPERVISION

140. ALBERTY, H. B. and THAYER, V. T. Supervision in the secondary school. *Boston, Mass., D. C. Heath and company*, 1931. 471 p.

An attempt to formulate, interpret, and apply a democratic philosophy of education to the problems of secondary-school supervision. Deals with the organization of supervision and the relation of the supervisor to objectives of education, teachers, and pupils.

141. BELLETT, ROY O. Aims and activities of supervisors. *Bulletin of the department of secondary-school principals*, no. 40: 41-62, March 1932.

Explains procedures employed in one of the projects of the National survey of secondary education and illustrates specific policies and practices of secondary schools throughout the United States with respect to supervision.

142. KOHLBRENNER, BERNARD J. Supervision of instruction in certain dioceses. *Catholic educational review*, 30: 148-57, March 1932.

Not restricted to secondary-school level. Based on questionnaire replies from eight archdioceses and dioceses.

143. REAVIS, W. C. How to improve supervision in secondary schools. *Bulletin of the department of secondary-school principals*, no. 40: 305-13, March 1932.

Points out four inherent difficulties and ways of overcoming them and developing an efficient supervisory program.

144. SEYBOLD, ARTHUR M. A plan for cooperative supervision. *Bulletin of the Department of secondary-school principals*, no. 40: 62-67, March 1932.

Illustrates and indicates value of co-operative supervisory projects in connection with revision of courses of study, use of visual aids, unit presentation of

subject-matter, use of radio in teaching, and the use of music in appreciation lessons.

See also nos. 127, 526, 767.

TEACHING AND STUDY PROCEDURES

145. AVERY, HELENE F. The adaptation of the resources of the school to secure the most effective habits of work. *High points*, 14:13-18, January 1932. Considers 17 habits of work, and adaptations in the Washington Irving high school made to facilitate them.
146. BACON, FRANCIS L. The study habits of excellent and deficient pupils. *Bulletin of the Department of secondary-school principals*, no. 40:107-15, March 1932. Each of 82 principals in the Chicago area made case studies of the study habits of two pupils from his senior class—one failing and one with high scholarship. Findings are reported.
147. BILLETT, ROY O. High-school pupils' opinions of the unit plan. *School review*, 40:17-32, January 1932. A report of an investigation conducted in the Harvey Memorial high school, Painesville, Ohio, from September, 1927, to March, 1928.
148. BRUCE, G. V. An attempt to vitalize chemistry teaching in the high school through a modified form of the unit-assignment technique. *Science education*, 16:200-10, February 1932. Discusses the organization of the units and presents an illustrative unit.
149. EWAN, S. N. Class size. *Bulletin of the Department of secondary-school principals*, no. 40:124-29, March 1932. Eighteen paired classes were studied for a year and a half. These classes were in English, Latin, mathematics, history, science, and typewriting. By means of standardized tests the progress of pupils in classes under fifteen in number was measured against that of pupils in classes over thirty. Results indicate
- that pupils in large classes achieve as well as those in small classes.
150. FONTAINE, E. CLARKE. The unit plan of teaching. *Educational administration and supervision*, 18:21-30, January 1932. Emphasizes the importance of organizing the subject-matter materials in such a way as to make them capable of being understood rather than of being remembered, merely. Illustrates the method of organizing units for American history and biology.
151. KILMER, LOUIS R. Supervised study. *New York, N. Y., Professional and technical press*, 1931. 332 p. Considers such matters as present status of supervised study, reasons for unsatisfactory results, suggestions for improvement, discipline, individual differences, and the assignment.
152. RUEDIGER, WILLIAM C. The learning unit. *School review*, 40:176-81, March 1932. A critical discussion.
153. WILSON, C. B. Pupil knowledge of study techniques. *Education*, 52:362-63, February 1932. Reports results of administering a multiple-choice test of 33 questions to 837 pupils in grades 7 to 12 before and after giving (during a two month period) some lessons concerning effective study. Teachers did not have the test questions during the training period. Found direct teaching of study techniques to be effective.
154. WOODRING, MAXIE N. and FLEMING, CECILE WHITE. A supplementary bibliography on study. *Teachers college record*, 33:515-32, March 1932. References appearing since 1927 have been selected and annotated. Not restricted to secondary-school level. See also nos. 220, 230, 233, 245, 253, 519.

PROVISIONS FOR INDIVIDUAL DIFFERENCES

155. BILLETT, ROY O. What the high schools are doing for the individual. *Bulletin of the Department of secondary-school principals*, no. 40:139-61, March 1932. Second progress report, National survey of secondary education. Discusses methods of investigation, three core elements in a typically successful program to provide for individual differences, different specific provisions, practices in highly selected schools, and problems in need of more adequate solution.
156. BOARDMAN, CHARLES W. Obstacles to pupil adjustment in the secondary schools. *Bulletin of the Department of secondary-school principals*, no. 40:115-24, March 1932. Suggests 7 ways of aiding pupil adjustment and presents results which might be expected to accrue. Favors adoption of individual diagnosis, planning, and service.
157. FLEMING, CECILE WHITE. Pupil adjustment in the modern school. *New York, Bureau of publications, Teachers college, Columbia university*, 1931. xi.

94 p. [Horace Mann school studies in education, new series]

Deals with classification of pupils, problems of adjustment, integration of interests and activities of school staff, responsibility for superior children, individual pupil records and reports, and other functions of the psychological service.

158. The unit method as a means for individualizing learning activities. *Charlottesville, University of Virginia*, 1931. 54 p.

(University of Virginia record, Extension series, vol. xvi, no. 5. Secondary education in Virginia, no. 14)

Proceedings of the fifth annual meeting of the Virginia Committee for research in secondary education. Articles are included on such matters as adjusting subject matter to individual differences in different subjects, limitations of the unit method, and the rôle of guidance in individualizing instruction.

See also nos. 147, 150, 152, 211, 222, 233, 236, 240, 262-263.

ARTICULATION OF SECONDARY AND HIGHER EDUCATION

159. BEATLEY, BANCROFT. The committee on college-entrance requirements. *Junior-senior high school clearing house*, 6: 345-48, February 1932.

The third article in a series dealing with reports of important National committees. A summary and critical evaluation.

160. BOYD, PAUL P. Shifting the emphasis from quantity to quality in high school standards. *North central association quarterly*, 6: 344-50, March 1932.

States that the aim in standardizing is becoming more and more the improvement of the high school for the benefit and service of all secondary-school pupils, not primarily those who will go to college. Advocates that the practice of admitting all graduates of an accredited high school upon certificate be replaced ultimately by admitting worthy individual pupils.

161. BRAMMELL, P. ROY. Practices and problems in improving the articulation of high school and college. *Bulletin of the Department of secondary-school principals*, no. 40: 170-90, March 1932.

A preliminary report on one project of the National survey of secondary education. Considers the scope of the project, sources of information, and findings with reference to trends in college entrance requirements, difficulties encountered by higher institutions in their efforts to improve articulation, and plans in operation for improvement of articulation.

162. DOUGLASS, HARL R. Selecting good college risks. *School and society*, 35: 140-47, January 30, 1932.

Presents findings of a number of investigations.

163. FRASIER, GEORGE WILLARD. The experience of Colorado State teachers college with new entrance requirements. *North central association quarterly*, 6: 351-58, March 1932.

A discussion of experience of two years with the selection of college freshmen on the basis of health, character, graduation from high school, and ability to do college work as evidenced by scores made on a battery of tests.

ADMISSION, PROMOTION, AND GRADUATION

164. ASHBY, LYLE W. Graduation programs in 1931. *School executives magazine*, 51: 321-22, 324, March 1932.

An analysis of vitalized graduation programs practiced by 67 high schools in 25 states.

165. STEINER, M. A. Promotions and their relation to school costs and test scores. *Nation's schools*, 9: 40-42, February 1932.

Based on a study of 328 school systems in Pennsylvania.

166. WILSON, JOHN W. A graduation program for a junior high school. *Sierra educational news*, 28: 37-39, March 1932.

Describes a graduation program at Edison junior high school at Long Beach, California, involving the cooperation of all departments of the school and the participation of most of the members of the graduating class.

EDUCATIONAL GUIDANCE

167. FREEMAN, FRANK N. The requirements of mental hygiene in the secondary school. *Bulletin of the Department of secondary-school principals*, no. 40: 197-205, March 1932.

Discusses general conditions which are necessary in order to preserve and promote mental hygiene in the secondary school.

168. REAVIS, W. C. Guidance programs in secondary schools. *Bulletin of the Department of secondary-school principals*, no. 40: 67-81, March 1932.

A report of some preliminary findings of one project of the National survey of secondary education. Describes types of organizations for guidance and indicates the extent and character of guidance

activities employed in school systems and in individual schools considered to have successful guidance programs.

169. TOZER, GEORGE E. A statistical prediction of high-school success for purposes of educational guidance. *Junior-senior high school clearing house*, 6: 98-101, October 1931.

Based on a master's thesis. Tests of mental ability, achievement, mechanical aptitude, socio-economic status, and school habits were given to 132 pupils in grades 9 to 12 in the Windsor, Colorado, high school during the school year 1927-28. Local physicians made physical examinations of the pupils.

See also nos. 127, 157, 229, 256, 342, 373.

LIBRARIES

170. CERTAIN, C. C. An empirical basis for scientific standards in school libraries. *Junior-senior high school clearing house*, 6: 206-15, December 1931.

The first of a series of articles on the library and its uses. Discusses a tentative score card which upon completion is planned to form the basis of a set of high-school library standards. Considers housing and equipment, selection and care of materials, instruction in use of

books and libraries, and financial support.

171. JOHNSON, B. LAMAR. Solutions for high-school library problems. *School life*, 17: 87-88, January 1932.

Presents certain of the preliminary findings of one of the projects of the National survey of secondary education. Describes practices in schools throughout the United States.

See also no. 127.

EXTRACURRICULUM

172. DE LONG, L. R. Citizenship assemblies. *Junior-senior high school clearing house*, 6: 342-44, February 1932.

A description of an assembly the writer visited at West Junior high school, Binghamton, New York. Student officers were selected at this assembly.

list of helps and deals with problems of teachers, supervisors, and administrators.

175. RUSSELL, R. D. Estimating the value of high school publications. *Nation's schools*, 8: 25-30, December 1931.

A study of 310 high schools in Idaho, Montana, Oregon, and Washington.

173. JOHNSTON, EDGAR G. Tests for a club sponsor. *Bulletin of the Department of secondary-school principals*, no. 40: 83-89, March 1932.

Lists and discusses 31 reasons for club failures and 12 questions which a club sponsor can use in self-diagnosis.

176. SHANNON, J. R. and ZIMMERMAN, CHARLES. High-school graduates' estimates of their high-school annuals. *School review*, 40: 55-60, January 1932.

Based on 480 replies to a questionnaire sent by the principal of the Garfield high school at Terre Haute, Indiana, to 1,369 graduates of the school.

174. MILLER, HARRY GRAVES and NEWTON, W. CHAFFEE. The auditorium social arts. *Boston, D. C. Heath and company*, 1932. xi, 413 p.

Describes auditorium work as taught in elementary schools, junior high schools, and senior high schools in more than 20 cities. Considers aims, organization, rooms, teachers, periods, sources and types of activities, methods, and pupil outcomes. Presents a course of study for junior high schools, which has been tested in eight years of use. Gives a

177. TERRY, PAUL W. Summary of investigations of extracurriculum activities in 1930. [Parts] I and II. *School review*, 40: 124-37; 182-91, February-March, 1932.

Part I is an annotated bibliography of 91 studies and a list of 15 books. Includes investigations pertaining to college as well as high school. Part II is a brief summary of selected quantitative and critical studies.

See also nos. 182, 191, 194, 230.

CURRICULUM

178. BRIGGS, THOMAS H. The Committee of ten. *Junior-senior high school clearing house*, 6: 134-40, November 1931.

A summary and critical evaluation of the report of the Committee of ten on secondary-school studies appointed in 1892 by the National education association.

179. BYRNE, LEE. The Committee on correlation of studies. *Junior-senior high school clearing house*, 6: 197-201, December 1931.

The second of a series of reports of committees and commissions dealing with the secondary-school curriculum. A summary and critical evaluation.

180. CARROTHERS, GEORGE E. High-school curriculum revisions and innovations. *Junior-senior high school clearing house*, 6: 262-70, January 1932.

Based on reports from: (1) member schools of the North central association of colleges and secondary schools for the year 1924-25 and 1929-30; (2) all high schools in Michigan for 1929-30; and (3) 600 Michigan high schools for 1930-31. Deals with courses and curricula offered, grades in which offered, courses required, and changes which principals would make if free from college-entrance requirements and regulations of standardizing agencies.

181. EVERETT, SAMUEL. The changing secondary school. *Progressive education*, 9: 207-14, March 1932.

Presents a philosophy of education, an outline of types of content considered essential, and a core curriculum for the secondary school.

182. HURLEY, WILLIAM R. The effect of certain activities on scholarship in junior high school. *California quarterly of secondary education*, 7: 159-62, January 1932.

A report of an investigation to ascertain the relationship between scholarship and time spent in: (1) preparation of school subjects; (2) extracurriculum activities; (3) outside work; (4) sleep; and (5) unorganized activities. Sixty pupils in each of three grades of the Longfellow junior high school at Fresno, Calif., kept an account of their activities for seven days.

183. KILLION, P. ERRETT. Provisions for differentiated curricula in senior and four-year high schools in California. *California quarterly of secondary education*, 7: 178-82, January 1932.

Based on 178 replies to a questionnaire. Recommends eight curricula.

184. LOOMIS, ARTHUR K. Recent trends in the secondary school curriculum, progress report, National survey of secondary education. *Bulletin of the Department of*

secondary-school principals, no. 40: 94-107, March 1932.

Deals with plans for curriculum revision, investigations of changes in programs of studies, and findings of subject specialists with regard to their subject fields.

185. MCCALLISTER, JAMES M. Determining the types of reading in studying content subjects. *School review*, 40: 115-23, February 1932.

Based on an analysis of the reading activities in a seventh-grade class in American history, a seventh-grade class in mathematics, and an eighth-grade class in general science in the University high school, University of Chicago.

186. SEALE, FANNIE. A correlation project—The pilgrims and the first Thanksgiving. *Junior-senior high school clearing house*, 6: 236-40, December 1931.

A report of a project conducted in the Rule junior high school at Knoxville, Tennessee. All departments of the school cooperated.

187. WOODY, CLIFFORD. Results of the May testing programs in the elementary and high schools of Michigan in 1931. *Ann Arbor, School of education, University of Michigan*, 1931. 48 p. (Bureau of educational reference and research. Bulletin no. 140, August 30, 1931)

For secondary-school level. Presents findings from administering tests in English, French, Latin, algebra, plane geometry, physics, chemistry, biology, general science, civics, and American history.

188. YOUNG, FLORENE M. Causes for loss of interest in high-school subjects as reported by 651 college students. *Journal of educational research*, 25: 110-15, February 1932.

The most prominent reasons reported were: failure to see a need for the subject, uninteresting material, monotonous methods, lack of foundation, difficulty of material, and incompetent teachers.

See also nos. 127, 137, 707.

SUBJECT FIELDS

English

189. BISHOP, MERRILL. The opportunity of an English opportunity teacher. *English journal*, 21: 216-20, March 1932.

Describes practice in junior high schools of San Antonio, Texas.

190. FARRAR, P. C. The preparation of English teachers. *High school journal*, 15: 27-29, January 1932.

Based on records kept for a number of years by the writer concerning the

subjects studied both in high school and college by students who have taken the course in the materials and methods of teaching English, at the University of North Carolina.

191. HOWES, RAYMOND F. Debating. *Boston, D. C. Heath and company*, 1931. x, 182 p.

Considers such matters as aims of debating, function of the coach, selecting the team, gathering material, organizing the case, interesting the audience, the individual speech, refutation, advertising

the debate, judging the debate, and debating within the high school.

192. JOHNSON, EDWIN LEE. Latin words of common English. Boston, D. C. Heath and company, 1931. viii, 227 p.

Deals with the history of Latin words in English, forms and meanings of Latin words in English, and cognate words.

193. JOHNSTON, MASON A. Estimating the reading recognition vocabulary. *California quarterly of secondary education*, 7:173-77, January 1932.

A report of an investigation involving 173 pupils to ascertain how many more words an individual comprehends when he considers them in relation to their context than when he sees them isolated, either individually or in sentences.

194. LE COMPTE, PEARLE. Dramatics. New York, A. S. Barnes and company, 1931. xiv, 163 p.

Considers the significance of school dramatics, choice of material, types of material, types of occasions, types of activities, and suggestions for organization of dramatics.

195. LYMAN, R. L. Normalizing English instruction. *English journal*, 21:89-96, February 1932.

Advocates the normalizing of English instruction by associating it intimately with life and by crossing over into other fields of learning and thus integrating educational experiences.

196. NEMZEK, CLAUDE L. English programs of high schools in Iowa. *School review*, 40:221-26, March 1932.

A report concerning the work in literature and in composition in the English programs of 257 Iowa high schools in 1929. Considers time allotment, use of

textbook, selections studied, written work, and supplementary materials.

197. PERSONS, GLADYS L. Composition and bookmaking. *English journal*, 21:123-28, February 1932.

An exhibition of about 125 class books done by English classes of the Theodore Roosevelt high school, New York city, led to this description of a plan for teaching composition by centering the work of the entire class for eight or nine weeks around a large subject of general interest.

198. SHEPHERD, EDITH H. Deferred credit and personal work in English. *English journal*, 21:130-32, February 1932.

Credit in the freshman course in grammar and usage at the University of Chicago high school is deferred until the pupil shows, over a considerable period of time, that he can and will use good forms of oral and written expression in all courses. All teachers and guidance instructors cooperate in the attempt to help pupils overcome difficulties.

199. SYMONDS, PERCIVAL M. and HINTON, EUGENE M. Studies in the learning of English expression, no. V. Grammar. *Teachers college records*, 33:430-38, February 1932.

An analysis of grammatical errors of 724 compositions of pupils in grades four through twelve. Finds that errors in grammar are not so numerous or so serious, as errors in sentence structure or in punctuation and capitalization.

200. WYMAN, GERTRUDE B. Methods of teaching creative writing with especial reference to poetry. *Educational method*, 11:295-98, February 1932.

A summary of suggestions accumulated through 40 interviews and observation of 8 classes.

Foreign Language

201. COLE, ROBERT D. The old and the new in modern-language teaching. *Junior-senior high school clearing house*, 6:288-91, January 1932.

Considers briefly the results of modern foreign-language study, sets forth the principles of the new method of foreign-language teaching, and comments on differences of opinion concerning the new method.

202. GIMUZ, HUGO. French instruction in North Carolina high schools. *High school journal*, 15:65-70, February 1932.

An analysis of the French placement tests given at the University of North Carolina, September, 1931.

203. KENNEDY, LEO R. The retention of certain Latin syntactical principles by first and second year Latin students after various

time intervals. *Journal of educational psychology*, 23:132-46, February 1932.

An investigation conducted in the schools of Lincoln, Nebraska. Eighteen conclusions are presented.

204. PARSONS, CARRIE A. The inflation of a program of directed study in Latin. *Junior-senior high school clearing house*, 6:282-85, January 1932.

A report of the use of the contract plan of assignment combined with the period of directed study in the Demonstration school of Peabody college.

205. SAMMARTINO, PETER. Improvement in silent reading in French. *High points*, 14:13-16, February 1932.

The first four semesters of French were included in the investigation. Eight equivalent forms of a comprehen-

sion test and eight equivalent forms of a vocabulary test were administered.

206. SHOWERMAN, ANITA M. On teaching French and Latin. *Classical journal*, 27: 323-32, February 1932.

Discusses likenesses and differences with respect to aims, content, and methods of teaching French and Latin.

207. TONSON, CHARLES A. How I awakened a live, insatiable, intellectual curiosity by means of Latin. *Junior-senior high school clearing house*, 6: 365-68, February 1932.

A record of classroom procedures used by the writer in the Cleveland high school in the Borough of Queens, New York city.

Mathematics

208. BRISLICH, E. R. Understanding and mechanical performance in algebra. *Mathematics teacher*, 25: 57-65, February 1932.

Illustrates ways of developing understanding and not merely ability in mechanical performance in algebra.

209. ENGLE, T. L. Developing a concept of proportion before presenting the formal work. *School science and mathematics*, 32: 268-71, March 1932.

Tells how proportion has been changed from the least to the most popular part of the course in geometry.

210. HORN, AARON. Book propositions in teaching geometry. *Mathematics teacher*, 25: 76-78, February 1932.

Favors spending more time in trying to give the pupil a notion of what geometry is, and in testing his understanding of the relationships among the propositions rather than his memory of specific proofs of individual propositions.

211. KERTES, FERDINAND. Ability grouping in the high school. *Mathematics teacher*, 25: 5-16, January 1932.

An investigation seeking to determine the best method of grouping pupils by ability for the purpose of facilitating instruction in algebra.

212. KOHLBRENNER, BERNARD J. and WALKER, LELAND S. The effects of exploratory mathematics upon formal algebra. *School science and mathematics*, 32: 48-52, January 1932.

For years 1924-25 to 1930-31, compares marks made in algebra by rural and junior high school pupils. The two groups were not compared as to intelligence except for 1930-31.

213. LAYTON, EDNA THOMPSON. The persistence of learning in elementary algebra. *Journal of educational psychology*, 23: 46-55, January 1932.

An experiment involving 51 ninth year pupils of which 39 were girls and 12 were boys. One of the 8 conclusions is that pupils retain about one-third of their knowledge of elementary algebra after

one year without any instruction in mathematics.

214. NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Mathematics in modern life. Sixth yearbook, 1931. New York, Bureau of publications, Teachers college, Columbia university, 1931. 185 p.

Considers mathematics in relation to social sciences, biology, the humanities, religion, investment, agriculture, pharmacy and allied professions, statistics, and physics.

215. MOSSMAN, EDITH L. Junior high school mathematics—not yet arrived but on the way. *Mathematics teacher*, 25: 87-93, February 1932.

A general discussion and a description of practices found helpful in mathematics classes and clubs in the Garfield junior high school at Berkeley, California.

216. ORLEANS, JOSEPH B. and SYMONDS, PERCIVAL M. The comparative reliabilities of standardized and teacher-made achievement tests when given in the middle of the year. *Journal of educational research*, 25: 127-28, February 1932.

An investigation involving 86 pupils in algebra at the George Washington high school, New York city. Concludes that greater reliability of testing can be obtained in the middle of the year by using a teacher-made examination based on the material covered by the class rather than by a more comprehensive standardized test.

217. REESE, ESTHER E. How to study algebra. *School science and mathematics*, 32: 171-79, February 1932.

A collection of devices to help solve the major difficulties of pupils in studying algebra.

218. WILEY, GEORGE M. Syllabus in intermediate algebra. Albany, New York State university (State department of education), 1931. 14 p.

Prepared by a committee of five and based on the idea of relationship between variables, including the methods of determining and expressing such relationship.

Social Studies and Citizenship

219. EISEN, EDNA E. Maps and graphs as tools in teaching geography. *School science and mathematics*, 32: 302-13, March 1932.
Addresses need for teaching pupils the meaning of terms and symbols used on maps and graphs as well as teaching them facility in answering questions arising in the study of geography.
220. EVANS, JESSIE C. An experiment in the use of the unit plan in history classes. *Educational outlook*, 6: 111-16, January 1932.
A description of practice in the Simon-Gratz high-school in Philadelphia.
221. HOWARD, C. A. Social studies. *Salem, State department of education*, 1931. 88 p.
The State of Oregon course of study. Materials prepared by Oregon teachers. Deals with aims, units of subject-matter, references, and suggested problem questions for American history, civics, world history, elementary economics, and social problems.
222. KENNEL, FRANK RISLEY. Is individual acceleration possible in junior high school social-science classes? *Junior-senior high school clearing house*, 6: 368-71, February 1932.
Offers a solution to the problem of using a discussion method in social studies and still permitting able pupils to complete three years' work in two and one-half years.
223. KREY, A. C. and WESLEY, EDGAR B. Does the new-type test measure results of instruction in the social studies? *Historical outlook*, 23: 7-21, January 1932.
An experiment in the field of modern history. A copy of the test used with different groups of pupils is included.
224. OLSON, VIVIAN F. Social studies in the Los Angeles junior high schools. *California quarterly of secondary education*, 7: 153-58, January 1932.
Describes outstanding features of the integrated curriculum in Los Angeles and in presenting units of instruction.
225. RUBIN, ISADOR. Contests and competitive games as review devices in history. *High points*, 14: 44-47, February 1932.
Describes history contest, card game contest, history bee, picture game, geography game, matching game, and famous men game.
226. New York (State) university, Syllabus in history. *Albany, State department of education*, 1931. 229 p.
A revision of the syllabus of 1910. Covers a three-year course in world history.
227. WESLEY, EDGAR BRUCE. Bibliographies for teachers of the social studies. V. Government. *Historical outlook*, 23: 1-30, March 1932.
An attempt to list authors who have made fundamental contributions to this field. References are annotated.

Science

228. ASHBAUGH, E. J. General science in the eighth grade or not? *Science education*, 16: 24-33, October 1931.
Early in October, the Powers general science test was given to 124 pairs of ninth-grade pupils, and the Ruch-Popenoe general science test to 133 pairs. The control groups did not have general science in the eighth grade, the experimental groups did.
229. COOK, GERHARD ALBERT. The use of the Iowa chemistry aptitude test in foretelling success in high school chemistry. *Science education*, 16: 51-54, October 1931.
An investigation involving two high-school chemistry classes in the Dearborn, Michigan, high school. Purpose was to compare two measures of prediction, namely, the Terman I. Q. and the results of the Iowa chemistry aptitude test, with three measures of achievement in high school chemistry.
230. CURTIS, FRANCIS D. The teaching of science in secondary schools. *North central association quarterly*, 6: 433-74, March 1932.
A questionnaire study of the science situation in secondary schools of the North central association. Deals with: (1) salary, experience, training, extra-curriculum duties, and professional reading of teachers, (2) courses offered, (3) units required, (4) enrollment in subjects, (5) size of classes, (6) subject matter, and (7) methods of teaching.
231. HOLY, T. C. and SUTTON, D. H. List of essential apparatus for use in high-school sciences. *Columbus, Ohio State university*, 1931. vii, 32 p. [Bureau of educational research monographs, no. 12]
Check-lists of apparatus for chemistry, physics, biology and general science were prepared including those items appearing in 20 per cent or more of the sources analyzed: (1) requirements set by State department of education; (2) laboratory manuals; and (3) bulletins of the United States Office of education. The check list for each science was submitted to outstanding teachers in that field in 35 States. The teachers were asked to rate

each item as necessary, desirable, or unnecessary.

232. HUNTER, GEORGE W. The sequence of science in the junior and senior high school. *Science education*, 16: 103-15, December 1931.

Based on questionnaire-returns from 206 junior high schools, 114 senior high schools of the three-year type, and 197 of the four-year type. Findings are compared with those of studies made in 1910 and 1928.

233. HURD, A. W. Report on the experimental use of units in physics. *North central association quarterly*, 6: 408-12, March 1932.

A summary of accomplishment and a statement of steps which need to be taken.

234. ——— Teacher opinion and suggestion on teaching units in physics. *School science and mathematics*, 32: 33-43, January 1932.

Based on 43 questionnaire-replies from teachers who had experimentally used a teaching unit in high-school physics with one or more classes during the school year 1930-31.

235. MALIN, JOSEPH E. A brief survey of the mechanical fundamentals of high-school chemistry taught in the United States. *School science and mathematics*, 32: 149-55, February 1932.

Based on 96 questionnaire-replies from school superintendents in cities throughout the United States.

236. MAYFIELD, JOHN C. The systematic development of learning units in general science. *School science and mathematics*, 32: 250-61, March 1932.

Deals with the selection of units of learning in general science in the University of Chicago high school, and with the determination of unit objectives and organization of teaching material.

237. PIEPER, CHARLES J. Research studies related to the teaching of science. *Science education*, 16: 55-65; 140-48; 233-37; October and December 1931; February 1932.

Not restricted to secondary-school level. Reports: (1) a list of references containing bibliographies, digests, abstracts of research studies; (2) a list of articles and reports suggesting research studies in science education; (3) a brief list of

general references; and (4) specific references to investigations in science education.

238. PRUITT, C. M. Science reading material for pupils and teachers—I, II, III. *Science education*, 16: 38-46; 116-24, 201-208; October-December, 1931; February 1932.

References are classified according to subjects under three main headings: pupil references, teacher references, and science reading material for pupils and teachers.

239. RODEAN, WILLIAM A. Overlapping of content in textbooks in general science and biology. *School review*, 40: 218-20, March 1932.

Based on an analysis of 5 textbooks in general science and 4 textbooks in biology.

240. SICHLER, ELIZABETH G. The types of activities which science students prefer. *School science and mathematics*, 32: 163-70, February 1932.

A study indicating that average pupils should be allowed to select their own activities, creative activities should be offered to bright pupils, and activities which allow emulation of the best that exists should be provided for dull pupils.

241. STEVENS, CLARENCE P. The new courses in high school chemistry. *School science and mathematics*, 32: 244-49, March 1932.

An investigation based on examination of professional literature and replies from queries sent to 235 high schools of the United States. Concerns extent of use of newer courses in high-school chemistry, guiding principles, objectives, difficulties encountered, and organization.

242. STRAUSS, SAM. Some results for the test of scientific thinking. *Science education*, 16: 89-93, December 1931.

Downing's test, "Some elements of scientific thinking," was administered in March 1930 to 1,343 pupils in grades eight to twelve in Garfield high school, Akron, Ohio. Results are presented.

243. WILEY, GEORGE M. Tentative syllabus in general biology. *Albany, New York State university (State department of education)*, 1931. 62 p.

Prepared by a committee. Presents purpose, development, suggested procedure and activities, and references for units of biology.

PHYSICAL EDUCATION

244. ELLIFFE, RICHARD E., Jr. The measurement of physical ability and progress at the George Washington high school. *High points*, 14: 19-33, January 1932.

Deals with variability of school marks, uses of measurements, athletic achievement test, analysis of results obtained from testing high school boys in seven motor activities, and homogeneous grouping.

245. IRWIN, LESLIE WILLIAM and KIRBY, THOMAS J. The construction of twelve units in physical education for secondary school boys. *Iowa City, University of Iowa*, 1931. 56 p. (University of Iowa extension bulletin no. 275. College of education series no. 29, September 1, 1931)

Based on an analysis of the publications, both articles and books, of eleven specialists in the field of secondary physical education. Deals with objectives, pupil activities, teacher procedures, and evidences of mastery.

246. KULONSKI, LOUIS. A four-year high school program. *Journal of health and physical education*, 3: 34-35, 58-60, January 1932.

The activities have been selected from those listed in college catalogues and special training schools, choosing those

considered most practical for adaptation to high-school conditions.

247. PETRELL, NOEL H. Fitting athletics to the junior-high school boy. *Journal of health and physical education*, 3: 22-25, 60-62, March 1932.

A description of practices in junior-high schools in Toledo, Ohio.

248. ROOF, JOSEPH E. Oklahoma City junior-high schools adopt new intramural program. *Journal of health and physical education*, 3: 22-23, 59, March 1932.

Describes an intramural program organized around homerooms and enrolling 78% of the pupils.

249. SCHNITMAN, RALPH J. Basketball skill games. *Journal of health and physical education*, 3: 36-37, 50-51, January 1932.

Describes 18 games.

PRACTICAL AND VOCATIONAL ARTS

250. BLACKSTONE, E. G. Progress of the movement for tests and measurements in commercial education. *Junior-senior high school clearing house*, 6: 325-28, February 1932.

States that over a hundred prognostic, diagnostic, and achievement tests have been constructed in commercial education.

251. BUTSCH, RUSSELL L. C. Eye movements and the eye-hand span in typewriting. *Journal of educational psychology*, 23: 104-21, February 1932.

An experiment in which were used a camera for photographing eye movements and an attachment for synchronizing the action of the typewriter with the film record. Fourteen conclusions are given.

252. ——— A review of research in typewriting. *Catholic school journal*, 32: 8-10, January 1932.

Reports findings of studies from 1904 to the present. Treats of curves of learning, effect of environment, kinds of errors, and classroom investigations.

253. CLARK, MILDRED. A comparison of the results obtained from the teaching of shorthand by the word-unit method and the sentence-unit method. *Journal of educational psychology*, 23: 122-31, February 1932.

Eleven schools in five States having well-recommended teachers assisted in this experiment. The sentence method was found to give superior results on all tests administered.

254. HORNBER, MARY FINCH. Objectives in teaching family relationships. *Journal of home eco-*

nomics, 24: 119-28, February 1932.

Opinions of teachers in training, by Paul Popenoe; opinions of rural women, by Lucy Adams; and opinions of mothers, by Laura B. Hadley.

255. High school course of study in commercial subjects. *Oklahoma City, State department of education*, 1930. 40 p.

Prepared by teachers of commercial work under the direction of a state committee. Presents general and specific objectives, methods of instruction, suggested schedule of assignments, books, equipment, and supplies.

256. PLASKETT, ELMER W. Predicting success of students in bookkeeping. *California quarterly of secondary education*, 7: 183-84, January 1932.

A study involving 219 pupils in Bookkeeping I classes in the Sacramento high school. Correlation between arithmetic scores on three tests and bookkeeping grade was .639 and between intelligence quotient and bookkeeping grade was .678.

257. PRICE, ISAAC. Frequency and range word lists according to the dominating principles in Isaac Pitman shorthand. *High points*, 14: 5-9, February 1932.

An analysis and arrangement of the words of greatest range and highest frequency as determined by the works of Thorndike, Horne, Ayres, and others.

258. WILSON, L. A. Syllabus in technical subjects. *Albany, New York State university (State department of education)*, 1931. 65 p.

A tentative syllabus, prepared by various committees of teachers.

See also no. 834.

ART AND MUSIC

259. KERR, ROSE NETZORG. Personality plus. *School arts magazine*, 31: 285-88, January 1932.

Presents a specific course for the art student choosing costume design as a vocation.

260. McMURTRIE, EDITH. Model gardens. *School arts magazine*, 31: 277-78, January 1932.

Describes the making of model gardens by pupils in the William Penn high school at Germantown, Pa.

261. PIERCE, ANNE E. Orpheus works wonders in the high school. *School life*, 17: 128-29, March 1932.

One of a series of articles giving some preliminary findings of the National survey of secondary education. Discusses practices found in the field of music in secondary schools of the United States.

262. WHITFORD, WILLIAM G. Experi-

mental unit on color for high schools. *North central association quarterly*, 6: 413-24, March 1932.

Outlines content and activities for attaining knowledge, appreciation, and habit and skill objectives for several unit elements constituting a unit on the art concept of color.

263. ——— General art courses for high schools. *North central association quarterly*, 6: 425-32, March 1932.

Based on analysis of fifty published courses of study in art from prominent cities, 331 items of subject matter were compiled and classified as projects, art history, and creative and manipulative activities. One hundred twenty-two teachers and supervisors of art in junior-high schools checked the items which they considered should be included in a general art course for junior-high schools. Results are presented.

EXCEPTIONAL CHILDREN

Elise H. Martens

assisted by Beatrice McLeod and Florence E. Reynolds

GENERAL REFERENCES

264. BROTEMARKLE, ROBERT ARCHIBALD, ed. Clinical psychology; studies in honor of Lightner Witmer, to commemorate the thirty-fifth anniversary of the founding of the first psychological clinic. *Philadelphia, University of Pennsylvania press*, 1931. 430 p.

Contains the following articles dealing with exceptional children: 1. Mental deficiency, by Francis N. Maxfield; 2. The superior child, by Alice Rockwell; 3. The correction of speech defects, by Edwin B. Twitmyer; 4. Special education, by Gladys G. Ide; 5. Teacher training for special education, by Frank H. Reiter; 6. Conduct problems, by Clara H. Town.

265. CALIFORNIA. COMMISSION FOR THE STUDY OF PROBLEM CHILDREN. (Paul Rieger, chairman) Second report. *Sacramento, California State printing office*, 1931. 88 p.

A second report of a special commission appointed in 1928 which rendered its first report of findings in 1929. The present volume deals with the following topics: an adequate program of public recreation for children; provision for care and treatment of emotionally unstable children; a constructive plan for the training of the feeble-minded; clinical study and guidance of children; better coordination of community agencies. Includes bibliography.

266. Courses for teachers in the field of special education. *Massachusetts teacher*, 11: 187-89, January 1932.

Announcements and descriptions of courses offered by the Division of university extension of the Massachusetts Department of education. These include courses in speech correction, in the theory and methods of teaching retarded children, in handwork for special-class pupils, and in the education of crippled or physically handicapped children.

267. ELLIS, WILLIAM J. Physically and mentally handicapped children: a program for their adjustment. *Journal of educational sociology*, 5: 368-73, February 1932.

The program presented herewith is the outgrowth of the work of the Committee on the physically and mentally handicapped of the White House conference on child health and protection. Considers the four phases of successful vocational adjustment of the handicapped involved in guidance, training, placement, and follow-up. Emphasizes the importance of prevention in dealing with the problem.

268. Facts about the Ann J. Kellogg school, Battle Creek, Michigan. *American journal of public health*, 22: 103-5, January 1932.

Excerpts taken from a bulletin issued by the Battle Creek public school department. Describes the purpose of the school, the building and equipment, the scope of its program, and the special rooms which take care of various types of exceptional children. Information is also given regarding the W. K. Kellogg foundation, which is responsible for the establishment of this school.

269. GEORGE, RAYMOND C. The Percy M. Hughes school. *New York State education*, 19: 353-55, 421-22, January 1932. Illus.

Describes the program of training, the activities and special equipment provided at the Percy M. Hughes school in Syracuse, N. Y. This school makes special provision for three groups of handicapped children, namely, the totally deaf, the partially seeing, and crippled children. The normal children of the community also attend the school.

270. GRISSBY, RALL I. The Des Moines House of dreams. *School executives magazine*, 51: 207-9, January 1932.

A description of the David W. Smouse opportunity school for physically handicapped children. Discusses the plant, equipment, and the work being carried on in the departments for the deaf, the partially seeing, and the crippled.

271. STUDEBAKER, J. W. The David W. Smouse Opportunity school, Des Moines, Iowa. *American School board journal*, 38: 41-48, December 1931.

A description, with many illustrations, of the Des Moines opportunity school for physically handicapped children. Floor plans accompany illustrations of equipment, playrooms, playground, and classrooms.

See also no. 697.

BEHAVIOR AND PROBLEM CASES

272. ACKERSON, LUTON. On the feasibility of inventorying children's behavior traits. *Journal of juvenile research*, 16: 32-39, January 1932.

The case material of 5,000 children examined during the years 1923 to 1927 at the Illinois Institute for juvenile research was minutely canvassed with reference to types of undesirable behavior manifestations reported. Possible methods of classification are analyzed. The author feels that a general inventory of children's behavior traits is within the limits of feasibility, and he points out the value of such an inventory to workers in children's behavior clinics.

273. BECKHAM, ALBERT S. Juvenile crime. *Journal of juvenile research*, 16: 66-76, January 1932.

"Any adequate study of crime must include the customs and attitudes of a people, the laws under which they live, and their intellectual status. . . . This paper is particularly concerned with the crime of youth." It surveys the legal machinery which has been set up in the various States to care for juvenile delinquency and discusses factors as revealed through experience and recent studies of delinquency, such as: Relationships with the gang; intelligence; prevalence of psychopathic personalities; place of residence; vocational guidance and placement.

274. BLANCHARD, PHYLLIS. Educational disabilities and emotional adjustment. *Vocational guidance magazine*, 10: 165-69, January 1932.

The psychologist of the Philadelphia Child-guidance clinic summarizes briefly a few cases handled by the clinic to illustrate the fact that an emotional maladjustment is often the underlying cause of failure in school subjects.

275. BOND, EARL D. and APPEL, KENNETH E. The treatment of behavior disorders following encephalitis. *New York, N. Y., Commonwealth fund, Division of publications*, 1931. 163 p.

Describes the treatment given to a number of children whose characters had been damaged by encephalitis. Conclu-

sions are based upon the records of 48 post-encephalitic cases admitted to the special hospital school at the Pennsylvania hospital, as compared with those of 14 children also showing behavior difficulties but having no history of encephalitis. Forty-six of the 48 post-encephalitic children and 13 of the 14 controls improved while at the hospital. The authors describe the organization of the school and methods of treatment, and discuss the application of hospital methods to community situations.

276. CASSELBERRY, WILLIAM S. Analysis and prediction of delinquency. *Journal of juvenile research*, 16: 1-31, January 1932.

Report of a study, commenced in September, 1928, and still in progress, conducted at the Preston school of industry in California to determine the important symptomatic factors in the life of delinquent boys between the ages of 16 and 21 years, and to ascertain their comparative significance. Techniques were devised and applied during the first year to 320 delinquent and 53 nondelinquent boys. The developed technique was then applied to 51 delinquent and 63 nondelinquent boys, none of whom was included in the first part of the study. The battery of tests and questionnaires used covered factors of intelligence, achievement, emotion, behavior, home environment, and personal history. The author evolves a tentative "adjustment index" by which to compare individual boys as to their adjustment possibilities.

277. Child guidance work grows. *Mental hygiene bulletin*, 10: 1, 4, 5, February-March 1932.

Summarizes the important facts growing out of the recent Nation-wide survey of mental hygiene facilities made under the auspices of the National committee for mental hygiene. Six hundred and seventy-four clinics are reported as providing mental health service for children. Attention is called to the directory of clinics compiled on the basis of this survey and published by the Commonwealth fund.

278. FERRARI, G. C. The problem of criminality in children. *Journal of social psychology*, 3: 46-78, February 1932.

A philosophical discussion from the University of Bologna of the factors involved in the development of delinquency, with some consideration given to modern means used to combat the problem. The author concludes: "It appears that the youths who have not become criminals owing to any disease, but who on the contrary are intellectually normal, have for the most part been urged toward criminality by the abandonment to which they are left by their families, and by the lack of education of any kind; that 'all that is necessary is to direct their interest and their natural tendencies toward useful ends and they will gladly become once more useful members of society.'"

279. GARDNER, GEORGE E. Night terrors. *Parents' magazine*, 7: 21, 63-66, March 1932.

Discusses from the standpoint of parents the manifestation of night terrors and their possible causes. Describes an actual case in which threats of mutilation made by adults to cure wrong habits were the exciting factor. Presents the mental hygiene of the situation and urges sane and truthful handling of the child; with psychological or psychiatric service in extreme cases.

280. MOORE, H. K. How Cleveland meets the educational needs of problem boys. *Nation's schools*, 9: 25-28, March 1932.

Describes the work of the Thomas Edison school to which the problem boys who do not fit happily into the activities of the regular schools of Cleveland are transferred. The curriculum includes much shop work and extra curricular activities of many types. Personal contacts between teachers and boys help to win the confidence of the boys. Contacts are made between home and school through the home visitor.

281. ROBINSON, BRUCE B. The department of child guidance of the Newark public schools. *Journal of educational sociology*, 5: 359-67, February 1932.

Describes the development of child guidance activities of the public-school system of Newark, New Jersey. Since its inception in 1918 as a "psycho-educational clinic," manned by two psychologists and one clerk, it has grown into a "department of child guidance," with a directing psychiatrist, four psychologists, thirteen visiting teachers, and five clerks. Gives statistics as to types of problems handled, examinations given, and disposition of cases.

282. SARGENT, HELEN D. Psychological clinic aids in child guidance. *Northwestern university alumni news*, 2: 11-12, February 1932.

The Northwestern university psychological clinic is conducted as an advanced course in the psychology department. It offers its facilities for advice to parents and teachers in the adjustment of the educational and personality problems of children. It also offers opportunity to advanced students for practical experience and observation of cases, and con-

tributes to the Department a large mass of data for research.

283. SEMANS, HUBERT H. Nonathletic phases of the recreational program in children's institutions. *Journal of juvenile research*, 16: 40-55, January 1932.

Discusses problems of play in children's institutions and reports on an observation study of a recreational program carried out with the younger boys of the Whittier State school under the direction of Dr. Norman Fenton, Director of the California bureau of juvenile research. A study of recreational methods and devices used in 14 representative boys' boarding schools in and around Los Angeles is also presented. Lists the types of play activities which were found successful.

284. SULLIVAN, ELLEN BLITHE. Emotional disturbances among children. *Journal of juvenile research*, 16: 56-65, January 1932.

Presents a point of view developed from a survey of experimental and theoretical literature and checked by clinical experience with children suffering from a variety of emotional upsets. Uses the following headings: Complexity of diagnostic situation; Explanation of related factors in studying emotional maladjustments and behavior disorders; Nature of the disturbances; Treatment of emotional upsets and conduct disorders; Relation of success of treatment to treatment of emotional attitudes of persons contacting the case; Types of children subject to maladjustments.

285. WHITE HOUSE CONFERENCE. SUBCOMMITTEE ON PSYCHOLOGY AND PSYCHIATRY. Psychology and psychiatry in pediatrics: the problem. Edited by Bronson Crothers. New York, N. Y., The Century company, 1932. 146 p.

A subcommittee of the Committee on medical care for children gives its report on psychology and psychiatry, their relationship to each other, to medicine, and to social work as all these fields affect the child's mental and physical health. Opinions of individual psychiatrists, psychologists, medical practitioners, and social workers are cited. Outlines are given of the work of certain typical child-guidance clinics.

286. YOURMAN, JULIUS. Children identified by their teachers as problems. *Journal of educational sociology*, 5: 334-43, February 1932.

Report of a study of maladjustment in the elementary schools of New York city, based upon teachers' judgments of the characteristics of 200 children, whom they considered "problems." Data suggest: (1) that teachers fail "to recognize as problems many children who are problems from the mental-hygiene point of view, but whose behavior is not disturbing to the teacher"; and (2) that the schools are "making problems of those children who learn with difficulty." The author concludes that "teachers may be developing children with problems."

BLIND AND PARTIALLY SEEING

287. ALLEN, EDWARD E. Sight-saving classes in the public schools. *Massachusetts teacher*, 11:153, February 1932.
Points out the value of sight-saving classes and tells what is being done along this line in the State of Massachusetts.
288. BRYAN, A. H. Biology for blind students. *Teachers forum*, 4:42-47, January 1932.
Sets forth the aims of biology as applied to the blind and describes exercises and projects developed in a biology class at the Baltimore City college in order to meet the needs of the blind students who enroll from time to time as members of the class. The teacher's aim has been to make the blind student "the doer of the act" throughout the course.
289. HAYCRAFT, HOWARD. The new status of library work with the blind. *Wilson bulletin*, 6:410-415, February 1932.
Explains plan of Pratt-Smoot law making available federal funds for library work with the blind. Lists principal Braille presses, and location of regional libraries with publication plans.
290. HENDERSON, RUTH EVELYN. For the blind. *Junior red cross journal*, 8:163-64, March 1932.
Describes activities of the Red cross both for the prevention of blindness and for helping those already blind. Gives list of libraries which loan books in Braille.
291. McLELLAND, MARY C. What Canada sees. *Sight-saving review*, 2:17-27, March 1932.
Shows how Canada is meeting the responsibility to guard the eyesight of her citizens. Discusses eyesight of Canadian school children, and work of sight-saving classes.
292. MATSON, CHARLOTTE. Books for tired eyes. *Chicago, Illinois, American library association*, 1931. 58 pp.
The American library association has made available a list of books printed in large type for readers who need that kind of book. All those in the list are printed in type as large as 14 point; some of them are in type as large as 24 point. Books of fiction, biography, travel, and general literature, and a list of books for young people are listed.
293. MERRY, FRIDA KIEFER. Promoting good citizenship among blind children through the problem conference method. Part I. *Teachers forum*, 4:58-60, January 1932.
The first installment of an article attempting to define the problem-conference method; "to discuss its value and use among seeing children in the public schools; and to show how it can be modified to serve the needs of blind children, calling attention to special points in its technique, and to material for hypothetical problems suitable for discussion."
294. PILKEY, THOMAS A. Artificial lighting for the schoolroom. *Sight-saving review*, 2:41-45, March 1932.
Presents requirements which should be met to assure good artificial illumination in the modern school building. Presents lighting as an important aspect of the prevention of blindness.
295. RAND, LOTTA STETSON. Directory of activities for the blind in the United States and Canada. *New York, American foundation for the blind, inc.*, 1932. 375 p.
This directory provides a list of activities offered by the different communities for the welfare of blind persons of all ages, needs, nationalities, and circumstances. The names and addresses of organizations indicate where specific information may be obtained. Lists cities in which Braille classes and sight-saving classes have been established in the school system.
296. Seeing through 1931. *Sight-saving review*, 2:3-9, March 1932.
A review of major activities during the past year in the struggle for conservation of vision. Presents results attained in the fields of caring for the eyes of preschool children and conserving the sight of school children.

CRIPPLED CHILDREN

297. HUBBARD, GERTUDE R. Musical playgrounds. *Crippled child*, 9:152-55, February 1932.
Discusses the recreational, medicinal, orthopedic, and educational values furnished by a method of music training carried to the physically handicapped children in the home and in institutions.
298. JOHNSON, HARRY J. Rural work for the handicapped and disabled children. *Crippled child*, 9:136-38, February 1932.
An account of the special problems met in the rehabilitation of physically handicapped people in rural communities and of work being done in that field, by the Assistant director of re-education and disabled persons, of Minnesota.
299. KOHN, CHARLOTTE. A school with 1 student per class. *Wisconsin journal of education*, 64:270-81, February 1932.
A description of the Wisconsin Orthopedic hospital school at Madison, Wis., recently opened as a part of the State's scheme for the care and education of its crippled children. "It is the aim of the State of Wisconsin to physically care for and educate every crippled child in the State so far as is possible." Children are received in this school from homes, from the eight orthopedic schools, and from the public and parochial schools within the State.

300. NUGENT, JAMES A. The education of the crippled child — the A. Harry Moore school, Jersey City. *Crippled child*, 9: 147-49, February 1932.

Describes the building and equipment of this new school built to care for Jersey City's crippled children.

301. PECK, WILLIS S. The relation of physical therapy to physical education. *Journal of health and physical education*, 3: 16-17, 45, February 1932.

A general discussion which emphasizes the fact that physical therapy is a distinct branch of medical practice and as such presents excellent opportunities for those who secure the necessary training. Outlines special phases of

work in the field of physical therapy and its place in the discovery, treatment, and after-care of the crippled child.

302. STEVENS, HELEN WARD. Girl scouting and the crippled girl. *Crippled child*, 9: 150-51, February 1932.

Girl-scout activities provide a valuable means of development and happiness for the crippled girl.

303. TINDER, HELEN VAN VOORHIS. Who's handicapped? *Crippled child*, 9: 132-36, February 1932.

The author, from personal experience shows the possibilities of normal, happy activities and social relationships for the physically handicapped child.

See also nos. 398, 409.

DEAF AND HARD-OF-HEARING

304. BLAIR, MARY. Projects in the first and second grades. *Volta review*, 34: 59, 85, February 1932.

Outlines projects, based upon the children's own experiences, which were developed in two grades of a school for deaf children.

305. BOATWRIGHT, JOHN T. Profitable training for backward pupils. *Vocational teacher*, 2: 24-27, December 1931.

Describes the special training given to mentally retarded pupils in the handicraft course at the Minnesota School for the deaf. Baskets, furniture, weaving, seat-caning, leather-craft, brush-making, simple upholstery, and toy-making, are among the activities included in the course.

306. Deaf—and also blind. *Volta review*, 34: 101, March 1932.

Outlines the plan of help for the deaf-blind which has been worked out by a joint committee from the American foundation for the blind, the American federation of organizations for the hard of hearing and the American association to promote the teaching of speech to the deaf.

307. Eight articles for teachers from LeCouteux St. Mary's institution. *Volta review*, 34: 103-16, March 1932.

The articles, which are for teachers of deaf children, are: 1. Our school meetings, by Sister Rose Gertrude; 2. High-school English projects, by Sister Regina; 3. The boy in the print shop, by Sister M. Laurentina; 4. Seventh-grade geography, by Sister M. Albert; 5. Supervised reading in the high school, by Sister M. de La Salle; 6. The Belgian method in our school, by Sister Maura; 7. The teaching of health, and 8. Let's play a game, by Opal T. Coffman.

308. HESTER, M. S. The use of educational films. *Volta review*, 34: 51-55, February 1932.

Describes ways in which educational films are used in creating visual images in teaching various subjects in the Iowa school for the deaf.

309. MCDANIEL, NETTIE. Visual education. *Volta review*, 34: 60-69, 86-87, February 1932.

Report of the Committee on visual education, presented at the business meeting of the American association to promote the teaching of speech to the deaf, in Baltimore, July 10, 1931. Contains: (1) Introduction, by Nettie McDaniel—a general review of the value and use of visual education in schools for the deaf and an outline of recommendations of the report; (2) Visual education in city public schools, by Elsie V. Spicer; (3) Visual education equipment data, public residential schools in the United States, by Mimi Fandrei; (4) Sources of information and supplies helpful in visual education, by Nettie McDaniel.

310. MOORE, LUCILE M. The deafened child. *Auditory outlook*, 3: 728-29, January 1932.

Points out the necessity of special attention and training for the child who becomes deaf after speech is well established. Gives some constructive suggestions to parents, teachers and pupils for preserving the command of speech which the child already has attained.

311. More about deaf girls as scouts. *Volta review*, 34: 580-82, January 1932.

Lists schools for the deaf in which Girl-scout troops are found, and describes ways in which the scout program is adapted to the needs of the deaf.

312. PETERSON, EDWIN G. A vocational instruction experiment. *Vocational teacher*, 2: 11-13, December 1931.

A discussion of the value of vocational training in schools for the deaf, the objectives which should govern such training, and problems met in building up an effective course. Describes a cooperative experiment between the Saskatchewan (Canada) School for the deaf and the Saskatoon Technical collegiate institute, whereby the School for the deaf was enabled to use the up-to-date and adequately equipped shops of the Technical institute.

313. SCOTT, ELIZABETH V. The use of slides in primary classes. *Volta*

review, 34: 56-58, February 1932.

Discusses the value of visual methods of instruction in enriching the work in primary classes for the deaf. Presents exercises, illustrations, and slides from actual lessons in a classroom with deaf children.

314. SHAW, JANET P. Adventures in comradeship for deaf girls. *Volta review*, 34: 575-79, January 1932.

Describes Girl-scout activities among deaf girls. Finds them a valuable source of training and an excellent opportunity for enriched experiences. Information is given regarding troops organized in specific schools.

315. STEED, ELEANOR L. The problem of the deaf child. *National parent-teacher magazine*, 26: 340-43, 376, February 1932.

"There are so many things that everyone should know about the little deaf child, so few that people in general do know, so much that those who are best acquainted with him have still to learn."

This article discusses some of the possibilities of the deaf child which should be stressed in his training as well as the methods of developing these possibilities. Written especially for parents.

316. THORNBURG, HARVEY D. Preventing deafness in small children. *Hygeia*, 10: 159-60, February 1932.

Points out many causes of early deafness in children, such as colds, falls, various children's diseases, improper diet, adenoid and tonsil troubles. Suggests methods of protection against these difficulties.

317. WRIGHT, JOHN DUTTON and WINSTON, MATIE E. Training little deaf children to use their small amounts of hearing. *Volta review*, 34: 583-89, January 1932.

An account of the modern application of Mr. Wright's theories of auricular training. It includes suggestions and exercises which should prove helpful to parents of deaf children in their efforts to make use of such remnants of hearing as the children may possess.

See also nos. 11, 371.

GIFTED CHILDREN

318. CARR, JOHN W. Recreational reading for bright children. *Childhood education*, 8: 290-95, February 1932.

"Under conditions prevailing in public schools, the recreational reading activities offer the best opportunity to make special provision for bright children." Includes a discussion of the possibilities of such reading, suggestions to the teacher for making provision for it in her school program, and a recommended list of books for the purpose.

319. LANE, ALBERT T. Some aspects of the problem of the gifted child. *Massachusetts teacher*, 11: 140-51, February 1932.

"The educational waste due to compelling pupils of undoubted superiority to submit to the treadmill routine of curricular tasks is appalling." Points out ways of identifying gifted children and outlines units of instruction and activity which should be followed in providing a program that will take care of their special needs without interfering with the educational advancement of

normal pupils and without segregation into special classes.

320. REGENSBURG, JEANETTE. Studies of educational success and failure in supernormal children. *New York, N.-Y., Columbia university*, 1931. 150 p. (Archives of psychology, no. 129)

From the records of intellectually superior children referred to the Bureau of children's guidance of New York city, fifty cases were chosen for intensive study relative to factors involved in school success or failure. Concludes that "granted superior intellectual endowment, school success is more fully assured, (1) if the child's experiences at home, while satisfying, nevertheless induce him to face weaning experiences from an early age in order to insure social independence; and (2) if he is encouraged to be active, interested in the world outside him, and eager to make contact with the people in it." Underlying concepts of mental hygiene therapy are considered, and case studies are described in detail.

See also no. 690A.

MENTAL HYGIENE AS APPLIED TO EXCEPTIONAL CHILDREN

321. GLUDOK, SHELDON. Mental hygiene and crime. *Psychoanalytic review*, 19: 23-35, January 1932.

Address before the Maryland Mental-hygiene society, May 1931. Traces the history of man's struggle with the problem of crime and considers the significant lessons to be drawn from it. Discusses the value of mental hygiene and the importance of prevention through child-guidance clinics. Emphasizes also the professionalization of the work of those who administer justice, penal and correctional institutions, departments or probation, etc. To this end the newly

organized Institute of criminal law of Harvard Law school plans to provide a thorough training curriculum for college graduates desiring to enter this field. This will insure their recognizing the value of mental hygiene as an instrument for coping with crime.

322. PATRY, FREDERICK L. The relationship of the psychiatrist to the school physician. *Psychiatric quarterly*, 6: 107-20, January 1932.

Discusses the need and the possibilities of cooperation which may obtain between

psychiatrist and physician in a school system. Points out the clinical and the educational phases of the problem and the contributions which the psychiatrist may offer.

323. STEVENSON, GEORGE S. The social worker's function in the community clinics. *Psychiatric quarterly*, 6:147-53, January 1932.

Analyzes the contribution which the social worker can make to each of five functions of the community clinic; i. e., administrative, clinical, educational, community organizing, and research activities.

324. WEISKOTTEN, H. G. What can a community do when it is not yet ready to establish a mental hygiene clinic? *American journal of public health*, 22: 44-48, January 1932.

Address before a joint session of the Child hygiene and Public health nursing sections of the American public health association meeting, Montreal, Canada, September, 1931. Describes development of the program of mental hygiene in Syracuse, N. Y., and makes recommendations for the development of a similar program in cities not yet ready to establish a full-time clinic.

See also no. 484.

SPEECH DEFECTIVES

325. BOOME, E. J. and RICHARDSON, M. A. The nature and treatment of stammering. *New York, N. Y., E. P. Dutton and company, inc.*, 1932. 135 p.

Discusses the cause of stammering from the standpoints of heredity and environment, and presents a method of treatment based on the personal experience of ten years' research and its practical application. Describes the investigations of case studies from the physical, psychological, and environmental points of view. The application of the principles of mental and physical relaxation in treatment is emphasized as fundamentally important.

326. JOHNSON, WENDELL. Stuttering. *High school teacher*, 8:3-5, January 1932.

Author is clinician in charge of stutterers in State University of Iowa speech clinic. On the basis of his experience, he gives practical suggestions to teachers as to causes and remedial treatment of stuttering. It is conceived as a "profound disorder of the nervous system" in which the functional balance of the brain is disturbed. "In the treatment of stuttering, the aim is to build up the normal inequality between the two sides of the brain."

327. MALLORY, E. W. Relation of children's speech disorders to

social adjustment. *Trained nurse and hospital review*, 88:38-42, January 1932.

Presents case studies illustrating various types of speech disorders and outlines methods used in correcting them. Causes of such disorders are discussed and the need for more intensive study in this field is pointed out.

328. NOEL, MARY BAYLEY. Curing speech defects in children. *American childhood*, 17:12-13, 53-54, February 1932.

Points out the importance of early detection and correction of speech defects in children. Analyzes in some detail the causes of a number of types of speech defects and gives suggestions for their correction. Written especially for parents.

329. STEIN, LEOPOLD and WOLF, I. J. Speech defects in children. *Archives of pediatrics*, 49:27-35, January 1932.

Reviews the speech defects most commonly found in children and some of the causes; makes suggestions as to treatment. Includes a consideration of hearing dumbness, stammering and stuttering, lisping, nasal resonance, hoarseness and falsetto voice.

THE SUBNORMAL AND BACKWARD

330. BECKER, ERNEST J. Taking care of the sub-Z group. *Baltimore bulletin of education*, 10:120-22, February 1932.

Describes an experiment which is being carried on in Western high school of Baltimore, Md., to care for the misfits—those children, who, in spite of every effort, are unable to master the content of a standard curriculum. It is planned that the course, if completed, shall lead to a certificate rather than to the regular high-school diploma. All that is required of the pupils enrolled is "regular attendance and a willingness to put forth their best effort. If they do this, they are marked 'satisfactory' and are promoted to the next subject unit." The content of the course at present consists of practical English and arithmetic, hygiene and physiology, office practice and typewrit-

ing, art, home economics, physical education, and music.

331. MILLER, JOSEPH. The retarded child and the special class. *Educational method*, 11:266-70, February 1932.

A report by the director of guidance of the Wilkes-Barre, Pa., city schools, of the causes of retardation of candidates for the special classes in Wilkes-Barre, and of their reaction to a special curriculum experiment. Of the group of 48 children examined the following distribution of cases was made: Definite feeble-minded, 6; questionable, 4; poor home conditions, 10; lack of self-confidence, etc., 7; defiant attitude, 7; malnutrition, anemia, 5; poor academic basis, 9. The author holds that the methods of individualized instruction and tutoring classes

for remedial help are preferable to special classes for mentally retarded children.

332. POTTER, HOWARD W. The organization of clinical work in an institution for mental defectives. *Psychiatric quarterly*, 6:19-29, January 1932.

Discusses the equipment needed for clinical work, the scope and technic of investigation, the facilities for treatment and training, and the personnel. The author emphasizes the importance of developing in the entire professional staff of an institution the spirit of clinical investigation and observation of human behavior in the every-day life of the individual.

333. WARNER, M. LAVINIA. Meeting the problem of special children. *Journal of abnormal and social psychology*, 26:405-8, January-March 1932.

Summary of address delivered before the State guidance conference of the Ohio State department of education, January 30, 1930, by a member of the staff of the State Bureau of juvenile research, Ohio. Considers the problems of education for that group of children above the level of the feeble-minded and below the average in intelligence. Makes suggestions concerning the organization and administration of special classes; cautions concerning selection of children for these classes; points out the necessity for specially trained teachers.

EDUCATIONAL PSYCHOLOGY

M. E. Haggerty

assisted by Alvin C. Earich, Herbert Carroll, Frank H. Finch, John M. Jacobsen, S. E. T. Land, Ruth Merrill, Claud L. Nemzek, and Herbert Sorenson

GUIDANCE

334. ANSLEY, MABEL L. The technique of the interview. *Vocational guidance magazine*, 10:219-21, February 1932.

A brief discussion of four steps in personal counseling: (1) the approach, (2) winning the confidence of the pupil, (3) the joint working out of the problem, (4) the pupil's departure with a feeling of satisfaction.

335. BALKIN, HARRY H. The new science of analyzing character. *Philadelphia, David McKay Company*, 1931. 313 p.

336. BENSON, RICHARD. Counseling service in the small public secondary school. *School and society*, 35:92-94, January 16, 1932.

Presents a three-day program of counseling service for the small public secondary school.

337. HALL, SIDNEY B. The problem of guidance in Virginia schools. *Vocational guidance magazine*, 10:273-76, March 1932.

The guidance program in the state of Virginia has been set up to fill two important needs: (1) the provision for reliable information concerning the world of work; and (2) the provision of the individual conference. Particular emphasis is being placed on the organization of county programs to reach the rural children.

338. HOPPOCK, ROBERT. Research in vocational guidance. Part II. What occupations do students choose? *Vocational guidance magazine*, 10:177-89, January 1932.

Contains abstracts by the field secretary of the National vocational guidance

associations of the seven studies noted: 1. Mary M. Kern: Vocational intentions of mortar-board seniors. *Personnel journal*, vol. 8, p. 266-270, 1929. 2. R. N. Anderson: What may the college woman expect by way of a job. *Personnel journal*, vol. 10, p. 125-132, 1931. 3. L. D. Hartson: Vocational stability of Oberlin alumni. *Personnel journal*, vol. 7, p. 176-185, 1928. 4. Katherine Woodruff: A study in the occupational choices of high school girls. *Vocational guidance magazine*, vol. 5, p. 156-159, 1927. 5. D. F. Buson and R. E. Tole: A study of vocational preferences of high school students. *Vocational guidance magazine*, vol. 7, p. 115-119, 1929. 6. R. W. Edmiston: A study of vocational success of 53 high school graduates. *Educational research bulletin (Ohio State university)* vol. 6, p. 396-397, 1927. 7. H. P. Thomas: The employment history of auxiliary pupils. *Vocational guidance magazine*, vol. 7, p. 245-250, 1929.

339. ——— Part III. What factors influence vocational guidance? *Vocational guidance magazine*, 10:215-18, February 1932.

The last of this series of three articles in which seven studies have been abstracted, five from the United States and two from England, as follows: 1. C. W. Valentine and F. M. Ritchie: An enquiry as to the reasons for the choice of occupations among secondary school pupils. *Forum of education*, vol. 5, p. 85-101, 1927. 2. F. M. Ritchie: An enquiry as to the reasons for the choice of occupations among secondary school pupils. *Forum of education*, vol. 8, p. 42-54, 1930. 3. R. O. Beckman: To what extent are vocations inherited. *Vocational guidance magazine*, vol. 8, p. 9-11, 1929. 4. R. B. Cunliffe: Why this career? Significance of vocational information in decision of college students. *Personnel journal*, vol. 8, p. 376-384, 1929. 5. G. A. Crapulis: Factors influencing high-school students in choice of vocation. *Vocational guidance magazine* vol. 8, p. 51-53, 60, 1929. 6. P. W. Hutson: Measur-

- ing the need for guidance in Western Pennsylvania. University of Pittsburgh school of education journal, vol. 6:115-54, 1931. 7. J. H. Bedford: A study of vocational interests of California high school students based on a survey of 12 rural high schools. California quarterly of secondary education, vol. 5, p. 47-66, 1929.
340. HUTSON, PERCY W. Evolution of guidance in secondary education. *Vocational guidance magazine*, 10:147-57, January 1932.
- Author reviews development of guidance movement and its relationship to contemporary sociological and educational changes. Accepting a definition of guidance formulated by Professor Jones of the University of Pennsylvania, namely, "guidance is concerned primarily with selection, the choice of habits and skills to be developed and not with the formation of habits," he discusses in some detail the features of the school which achieve guidance, (1) the curriculum, (2) the extra-curriculum, (3) measurement and analysis of pupils, (4) pupil records, (5) personnel and organization for guidance and counseling.
341. KEFAUVER, GRAYSON N. Achievements of guidance in secondary schools. *Vocational guidance magazine*, 10:199-201, February 1932.
- Preliminary statement of an investigation being made by the author on a grant from the Carnegie corporation through the Carnegie foundation for the advancement of teaching. First step in study has been an investigation of the objectives of guidance in secondary schools, as reported under title "Measurements of outcomes of guidance in secondary schools." Teachers college record, January 1932. Plans for next step call for an intensive study of guidance programs in a small number of selected cities.
342. ——— and HAND, HAROLD C. Measurement of outcomes of guidance in secondary schools. *Teachers college record*, 33:314-34, January 1932.
- This is "a statement of measures considered for use in an investigation of outcomes of guidance being made on a grant from the Carnegie corporation through the Carnegie foundation for the advancement of teaching." A discussion of the need of guidance in secondary schools and its investigation, functions, measures of outcomes resulting from proper discharge of functions, measures of intermediate outcomes associated with information and judgment of students, and importance of measurement of outcomes to justify support of an adequate program.
343. KOOS, L. V. and KEFAUVER, GRAYSON N. The concept of guidance. *School review*, 40:204-12, March 1932.
- The authors present a concept of guidance which has two main phases—the distributive and the adjunctive, the two phases being complementary. As they define guidance, it is not the whole of education or "a beneficent synonym for education." A program in line with their concept of guidance is indicated.
344. LEVY, FLORENCE N. Vocational guidance in the design arts. *Education*, 52:390-95, March 1932.
- Recommends a Central bureau of guidance and research in each large city, closely related for best functioning to State departments of education.
345. NEVILLE, CHARLES E. A study of vocational interests. *Vocational guidance magazine*, 10:250-51, March 1932.
- Brief summary of a study of the expressed interests of 920 boys and girls in the 8th grades of three large junior high schools in Philadelphia.
346. SILVERMAN, Y. and JONES, VERNON. A study of early entrance to college. *Journal of educational psychology*, 23:58-72, January 1932.
- A questionnaire study of the attitude of young college students toward early entrance to college. The data indicate rather strongly that rapid acceleration, especially through the elementary school, is preferred by gifted young people.
347. SMITH, K. G. Vocational guidance and placement aid for non-adjusted. *Michigan education journal*, 9:895, January 1932.
- A general discussion urging the necessity of a longer period of training before employment.
348. VITELES, MORRIS S. Vocational guidance of adults. *Personnel journal*, 10:335-41, February 1932.
- A description of an adult guidance clinic, and a statement of factors considered in guidance and of problems of adult guidance.
349. WOODRUFF, KATHERINE and HANNA, CHARLOTTE. Vocational counseling versus the dole. *Vocational guidance magazine*, 10:181-84, January 1932.
- A plea for vocational counseling as preventive social work. Case illustrations from the work of the Women's occupational bureau of Minneapolis, Minnesota.
350. YAGER, SYLVAN A. A guidance program for the small high school. *Vocational guidance magazine*, 10:261-63, March 1932.
- Description of a guidance program organized on a four-unit basis for a four-year high school, each unit to cover two months' work during the year. In operation at the Indiana State teachers college high school at Terre Haute.
- See also nos. 867, 869, 872.

HEREDITY

351. **NEWMAN, H. H.** Identical twins. *Scientific monthly*, 34: 169-71, February 1932.

Discusses some facts regarding six cases of identical twins reared apart. Results indicate that the environment distinctly modifies some physical characteristics, such as weight, general health, etc., but does not alter others such as eye color, hair color, teeth, features, etc. Environment profoundly modifies characteristics described as intelligence and personality. After full credit is given to the modifying effect of environment, hereditary resemblances remain most strikingly close.

352. ——— Mental and physical traits of identical twins reared apart.

Case IV. Twins Mary and Mabel, and review of the first four cases studied. *Journal of heredity*, 23: 3-18, January 1932.

According to the measurements taken, "fraternal twins reared together are on the average about one and a half times more similar in mental rating, as judged by intelligence tests, than are identical twins reared apart." This pair of identical twins reared apart differs more in test reactions mentally, temperamentally, and physically than any of the other identical twin pairs reared apart studied up to this time. As yet, one can not make dogmatic statements concerning heredity and environment on the basis of these studies.

INDIVIDUAL DIFFERENCES

353. **BRUCE, WILLIAM F.** Toward an organic view of individuality. *Journal of educational research*, 25: 81-92, February 1932.

An interesting discussion of some of Thorndike's and Gates's pronouncements in the light of genetic and physiological experimentation.

354. **COLLMANN, ROBIN D.** The psychogalvanic reactions of exceptional and normal children. *New York, N. Y., Teachers' college, Columbia university*, 1931. 88 p. (Contributions to education, no. 469)

Compares psychogalvanic reaction of 100 gifted, 110 normal, and 100 feeble-minded children, all white, and also 100 children of Negro blood. Sex, age, race, etc., all carefully controlled. Normal group significantly above both gifted and feeble-minded; Negro group significantly higher than normal white; gifted only slightly above feeble-minded.

355. **DANIEL, ROBERT P.** Basic considerations for valid interpretations of experimental studies pertaining to racial differences. *Journal of educational psychology*, 23: 15-27, January 1932.

From his discussion the author concludes "that (1) most studies so far reported are worthless as indicating any-

thing regarding the comparative mental ability of races; (2) most of our present techniques give measures of differences due to weaknesses in educational opportunities rather than of differences in mental ability; (3) there is need of a re-evaluation of the problems and methods of studies pertaining to racial differences."

356. **DIETZE, ALFRED G.** Some sex differences in factual memory. *American journal of psychology*, 44: 319-21, April 1932.

Three paired groups of boys and girls ranging in age from 11 to 19 years were tested to learn how much they retained from reading short articles. In one instance the girls were superior and in two instances the boys were slightly superior. All in all, the sexes were found to be equal.

357. **HEDLIČKA, ALEŠ.** Children who run on all fours. *New York, N. Y., Whittlesey House, McGraw-Hill Book Co.*, 1931. 418 p.

358. **PRATT, K. C.** A note upon the relation of activity to sex and race in young infants. *Journal of social psychology*, 3: 118-20, February 1932.

Stabilimeter records of white and Negro infants show "that sex and race are negligible factors in the general bodily activity of the new-born child."

LEARNING

359. **BILLS, A. G. and McTEER, W.** Transfer of fatigue and identical elements. *Journal of experimental psychology*, 15: 23-36, February 1932.

1. In alternating between two tasks, the general level of performance in each task, as well as the fatigue decrement developing in each task, will be proportional to the number of identical elements in the two tasks. 2. The foregoing principle operates even when the reduction in number of identical elements involves the substitution of more and more antagonistic or conflicting elements.

360. **CLARK, EDWARD L.** Amount of high school Latin as an indicator of success in college work. *School and society*, 35: 189-90, February 1932.

The author presents data which "indicate that the amount of Latin taken in high school is the only language which shows any traceable relationship with the quality of college work done during the first year and that, in this group at least, a knowledge of the amount of high-school Latin is of little value in forecasting college success."

361. DIETZE, ALFRED G. The relation of several factors to factual memory. *Journal of applied psychology*, 15: 563-74, December 1931.

Tested immediate and deferred retention of facts read in terms of chronological age, mental level, and vocabulary. There was little improvement with age after adolescence of memory for facts of an article read a single time. Memory for things read correlated with mental age about .50 on the average but increasingly less as the interval between reading and testing was increased. Partial and multiple correlations are given.

362. EURICH, ALVIN C. Enlarging the vocabularies of college freshmen. *English journal (College ed.)*, 21: 135-41, February 1932.

The author presents the results of an experimental study showing that college freshmen enlarge their vocabularies by a series of drills. Delayed retention tests reveal that the experimental group maintains a higher average score three and six months after the training period.

363. ——— Should freshman composition be abolished? *English journal (College ed.)*, 21: 211-19, March 1932.

Studies are summarized showing the improvement that college freshmen make while pursuing a course in composition, the effect of devoting part of each class period to extraneous work, the subsequent achievement of students exempt from freshman composition and the relation of the knowledge of formal grammar to composition. The suggestion is made that instruction in composition be definitely related to the work within a student's major field of study.

364. FINCH, F. H. Athletics and achievement in high school. *School and society*, 35: 298-300, February 1932.

The results of this study show that boys engaging in more than one sport receive marks approximately the same as those of nonathletes of equal mental ability.

365. FRANK, MARGARET. The effect of a rickets-producing diet on the learning ability of white rats. *Journal of comparative psychology*, 13: 87-105, February 1932.

Rachitic rats required fewer trials and made fewer errors in learning the maze than did normal or underweight animals, but consumed almost three times as much time in learning. "If differences in learning ability do exist in normal, rachitic, and underweight animals, the usual maze technique is inadequate for their demonstration."

366. JOHNSON, G. B. Sex differences in learning to walk a tight wire. *Journal of social psychology*, 3: 114-18, February 1932.

Intelligence was measured by the Army alpha test. Five distinct findings are given, showing various sex differences.

367. JUDD, CHARLES H. The psychology of the learning processes at the higher levels. *Bulletin of the American association of university professors*, 18: 109-18, February 1932.

368. LEUBA, C. The measurement of incentives and their effect: A contribution to methodology and orientation resulting from the experimental use of incentives. *Journal of social psychology*, 3: 107-14, February 1932.

The author discusses an experiment involving 19 boys and 16 girls. The incentive was a chocolate bar. The learning task was two-place multiplication problems. Marked influences were noted.

369. LONGSTAFF, HOWARD P. Analysis of some factors conditioning learning in general psychology. *Journal of applied psychology*, 16: 9-48, February 1932.

An experiment which assessed 1. "students' attitudes toward the introductory course in psychology," and 2. "the relative efficiency of the lecture-and-quiz and all-lecture method of teaching introductory psychology." It was discovered that the students achieved equally well by either method.

370. McALLISTER, WALTER G. A further study of the delayed reaction in the albino rat. *Baltimore, Williams and Wilkins*, 1932. 103 p. [Comparative psychological monographs, vol. 8, January 1932]

Maximal delay period obtained in this study was $11\frac{1}{4}$ seconds, which was median time when animal made 80% correct responses over 40 consecutive trials. Reaction not on basis of gross bodily attitudes, since these were disrupted by activity during period of delay. Visual, auditory, and kinesthetic stimuli were all effective in learning, the first two more important than the last.

371. MADDEN, RICHARD. The school status of the hard-of-hearing child. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 64 p. [Contributions to education, no. 499]

Forty-six hard-of-hearing children were paired with 46 children of normal hearing on the bases of race, sex, age, and parental occupational status. Stanford-Binet I. Q.'s showed a significant difference in the means in favor of the normal hearing group. However, an analysis of the test items did not show a verbal handicap on the part of the hard-of-hearing children. The correlation between auditory loss and intelligence with age constant was $-.128 \pm .029$.

"Two groups of children, one deficient in hearing and the other normal, were matched, with the factors of age, race, sex, parental occupational status, and the I. Q. on Stanford-Binet held constant. Thorough tests of achievement in reading, spelling, and arithmetic show no differ-

ence in these respects." The correlation between achievement and auditory loss with intelligence constant is not significant. Teachers' ratings show normal hearing children to be superior in leadership. The hard of hearing were significantly more shy and solitary. The two groups were much the same in attentiveness, attitude, and quickness of obedience.

372. MAIER, N. R. F. Age and intelligence in rats. *Journal of comparative psychology*, 13:1-6, February 1932.

"In a problem which involves the ability to combine two isolated experiences, the performance of rats less than ninety days of age is inferior to that of rats more than one hundred and twenty days old." This is contrary to most of the results in this field.

373. MALLER, J. B. Age versus intelligence as basis for prediction of success in high school. *Teachers college record*, 33:402-15, February 1932.

"Scholastic success in high school can be predicted from age at entrance with as much reliability as from intelligence based on a standard intelligence test. In neither case is the correlation high enough for individual prediction, but it may be useful for the purpose of classification."

374. NEMOTTIN, BERNARD O. Relation between interest and achievement. *Journal of applied psychology*, 16:59-73, February 1932.

An experiment with high-school students. There is a substantial relationship between pupils' interests and abilities in these subjects. On the basis of averages, students achieved in subjects according to the extent that they liked them.

375. OTIS, ARTHUR S. Fallacious arguments regarding ability grouping. *Childhood education*, 8:171-80, December 1931.

A very stimulating and vigorous refutation of an article previously published in this journal by Dr. J. R. McGaughy.

376. STEPHENS, J. M. The influence of different stimuli upon preceding bonds; an examination of the

law of effect. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 83 p. (Contributions to education, no. 498)

An experimental test indicating six findings which are stated in the text on page two.

377. TAYLOR, HOWARD. A study of configuration learning. *Journal of comparative psychology*, 13:19-26, February 1932.

In a repetition of Köhler's experiment, the author found that chickens selected the same colored paper from which they had been trained to eat over 80 per cent of the time, regardless of the variation in the colors of the accompanying papers. This does not support Köhler's results, and the author is disposed consequently to question the configuration theory of learning.

378. WHEAT, LEONARD B. Free association to common words: A study of word associations to twenty-five words picked at random from the five hundred most commonly used words in the English language. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 46 p. (Contributions to education, no. 496)

The author presents a free association test of substantial reliability which correlates slightly with intelligence. "There is a need for association frequency tables for children and adults, these tables to be based on responses to about five-hundred words which are commonly understood and used by different classes of English-speaking persons."

379. WHITE, HUBERT B. Testing as an aid to learning. *Educational administration and supervision*, 18:41-46, January 1932.

One-half of the class expected a complete comprehensive final examination in the course, while the other half came to the final examination with the information that it would not be given. It was discovered that the prepared students did better on the examination than did the unprepared to the extent of 51.15 per cent.

See also nos. 75, 609.

MEASUREMENT, EDUCATIONAL

380. JONES, V. and CROOK, M. Educational tests. *Psychology bulletin*, 29:120-46, February 1932. Reviews and appends a bibliography of 168 titles.

381. SIMS, VERNER M. Essay examination questions classified on the basis of objectivity. *School and society*, 35:100-2, January 1932.

Essay examination questions are classified in the following three groups: simple-recall questions, short-answer questions, and discussion questions.

MENTAL TESTS

382. BARTHELMESS, HARRIET MAY. The validity of intelligence test elements. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*,

1931. 91 p. (Contributions to education, no. 505)

A study of 10 methods of validating elements of the type used in the McCall multi-mental scale.

388. BIRD, MILTON H. and LINCOLN, EDWARD A. Notes on the reliability of Dearborn general examination C. *Journal of educational research*, 25: 42-43, January 1932.
- Data for grades 6-9, as well as for ages 11-16, show that "the reliability coefficient of Dearborn examination C is about .90." The probable errors of measurement average about 2.5 score points.
384. BROOM, M. E. Measuring mental ability in the intermediate grades of the elementary school. *School and society*, 35: 323-24, March 1932.
- Mental tests and batteries of school achievement tests in the intermediate grades of the elementary school validate each other to a higher degree than do mental age scores yielded by mental tests.
385. CARROLL, HERBERT A. and EUBICH, ALVIN C. Abstract intelligence and art appreciation. *Journal of educational psychology*, 22: 214-20, March 1932.
- The authors show that abstract intelligence has little if any relationship with critical ability in art on the college level; that abstract intelligence at the extremes appears to affect art judgment ability; and that gifted children are superior to borderline children in art judgment ability, but not as superior as they are in abstract intelligence.
386. CONRAD, HERBERT S. The bogey of the "personal equation" in ratings of intelligence. *Journal of educational psychology*, 23: 147-49, February 1932.
- From an analysis of Army data, the author shows that the "personal equation" element seems to have been over-emphasized because "the attempted elimination of the personal equation has led to no appreciable improvement in the ratings."
387. CONSTANCE, CLIFFORD L. Instructors' use of mental test scores. *Journal of educational research*, 25: 40-41, January 1932.
- Correlations between test scores in the American council on education psychological examination and grades were higher after instructors had knowledge of the students' mental classification. The data suggest that the scholastic grades given by instructors are influenced by knowledge of students' scores on a previous test of mental ability. The present study does not investigate the cause for the change in relationship.
388. HUMM, DONCASTER G. A chart for the better evaluation of intelligence quotients. *Journal of applied psychology*, 16: 91-96, February 1932.
- The author states, "The intelligence quotient of a subject may be obtained by dividing his mental age by the average mental age of subjects of his chronological age." p. 91. He presents a chart "for the convenient calculation of intelligence quotients with Otis' mental ages as the divisors." p. 94.
389. LOWEY, ELLSWORTH. Increasing the I. Q. *School and society*, 35: 179-80, February 6, 1932.
- For 50 cases selected because of significant progress in reading, the author found an average increase in I. Q. of 11.76 points. The facts suggest that reading is an important factor in increasing the I. Q. as found by the Otis intermediate examination.
390. MILES, CATHERINE COX and MILES, WALTER R. The correlation of intelligence scores and chronological age from early to late maturity. *American journal of psychology*, 44: 44-78, January 1932.
- The first 60 items of the Otis self-administering test of intelligence, higher examination, form A, as a 15-minute test, were administered individually to 823 subjects in two cities. From City A there were 122 adults (36 male, 86 female) ages 50-90; from City B, 134 children and youths (48 male, 86 female) ages 7-19; and 567 young adults and adults (249 male, 318 female) ages 20-94. Many correlations between test scores and age are presented; in practically all instances the *r*'s were negative.
391. MUNDAY, RUSSELL. The effect on intelligence of crossing European stocks. *British journal of educational psychology*, 2: 46-52, February 1932.
- The author concludes from the administration of Ballard's Columbian mental test to 308 children in Buenos Aires "that the crossing of European stocks has very little effect on the intelligence of their descendants."
392. PINTNER, RUDOLF. Intelligence tests. *Psychological bulletin*, 29: 93-119, February 1932.
- A summary of 179 titles appearing during 1930.
393. SNEDDEN, DONALD SCOTT. Practice effect. *Journal of educational research*, 24: 376-80, December 1931.
- Results from giving two group intelligence tests to ten sixth grades at an interval of one week indicated that: "1. Where the same group test was repeated, the practice effect is fairly large, being in the neighborhood of 7 points I. Q. 2. Where another form of the same test was given after the week interval, the practice effect was smaller, being not more than 3.5 points I. Q. 3. Where an entirely different test was given after one week, the estimated practice effect was less than 2.5 points I. Q."
394. STECKEL, MINNIE L. Items of Gesell's developmental schedule scaled. *Journal of educational psychology*, 23: 99-103, February 1932.

Conclusions: "A linear relation is found to exist between the absolute variability and the mean-test performance of successive age groups of the test items scaled in this study. The distributions of test ability of the adjacent age groups are normal. The absolute zero of intelligence for this particular set of data is defined at $-5\frac{1}{2}\sigma$. The mental growth curve for the age range covered is negatively accelerated."

395. STEINER, MELVIN ARTHUR. Yearly variation in the average intelligence of pupils entering the first grade. *Journal of educational psychology*, 23:161-72, March 1932.

Although the author does not find general deterioration or improvement in the average mental ability of children entering the first grade over a ten-year period, there is considerable variation. Different testing instruments complicate the situation.

396. THOMSON, GODFREY H. The standardization of group tests and the scatter of intelligence quotients: A contribution to the theory of examining. *British journal of educational psychology*, 2:92-112, February 1932.

The author summarizes a part of his work during the last 12 years. Some of his data obtained from group tests

cast doubt upon the distributions of Binet I. Q.'s previously arousing so much enthusiasm. The influences of selection are well shown by the data presented.

397. WHITE, H. D. JENNINGS. An application of mental tests to university students. *British journal of educational psychology*, 2:53-70, February 1932.

The author purposes to discover reasons for the low correlation between intelligence and achievement, and states, "Academic success correlates rather with definite specialized aims than with broad general interests. It might be argued that a general intelligence test tends to give more weight to general interests than to special abilities required for success in university examinations: and this would be one reason for expecting some discrepancies between the two sets of marks." Various other factors, including interests, health, amount of time devoted to study, and personality traits, are given some attention and significance.

398. WITTY, P. A. and SMITH, M. R. The mental status of 1480 crippled children. *Educational trends*, 1:21-24, January 1932.

"All computations point conclusively to the fact that the intellectual status of these crippled children is noticeably below that of unselected children, as well as somewhat below that of the blind."

PERSONALITY AND CHARACTER

399. ACKERSON, LUTON. Children's behavior problems. Chicago, Illinois, The University of Chicago Press, 1931. 208 p.

A study of the relationship of age and intelligence to personality and conduct difficulties of 4,592 children. The author concludes "that many other factors in addition to age and intelligence are potent in the etiology of children's undesirable behavior."

400. BRILL, ALICE C. and YOUTZ, MAY P. Your child and his parents. New York and London, D. Appleton and Company, 1932. 339 p. (A textbook for child study groups)

Deals with adult-child relationships. Contains suggestive material for parent education, child psychology, and child development and training.

401. BURNHAM, WILLIAM H. Mental hygiene in the schoolroom. *Mental hygiene*, 16:26-36, January 1932.

Suggests 4 fundamental principles on which mental hygiene of the schoolroom should be based. "Students of education are beginning to demand a thorough reorganization of our schools on the basis of somatic and mental hygiene and genetic and experimental pedagogy."

402. ———. The wholesome personality. A contribution to mental hygiene. New York, London,

D. Appleton and Company, 1932. 713 p.

A practical discussion of the subject, with the emphasis on the prevention of abnormalities, with suggestions for healthful activities, positive productive methods. Points out the perils that may be encountered in developing wholesome personality, defining the latter. Summarizes with six essentials of the hygiene of personality, and appends bibliographies.

403. CROUGHTON-MILLER, HUGH. The home background of the pupil. *Mental hygiene*, 16:23-25, January 1932.

"In summary, the child must learn to make contribution without compulsion, to enjoy freedom without license, and to find serenity without complacency."

404. DRAKE, CHARLES ARTHUR. A study of an interest test and an affectivity test in forecasting freshman success in college. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 80 p. (Contributions to education, no. 504)

The author concludes that the Pressey X-O test and an interest test devised for the present study are of practically no value as predictive instruments.

405. FLEMMING, E. G. Pleasing personality. *Journal of social psychology*, 3:100-7, February 1932.

By means of a rating study, the author concludes "that women are positively more expressive than men as determined by the judgments of both men and women; but that expressiveness has little significant relation to pleasingness of personality. On the other hand a pleasing personality means one that is socially well adjusted, and in which, whether expressive or inexpressive, the general tendency of the emotional response can be depended upon."

406. HARVEY, O. L. Some statistics derived from recent questionnaire studies relative to human sexual behavior. *Journal of social psychology*, 3: 97-100, February 1932.

The author tries to reduce the data of various studies to comparable and meaningful bases.

407. HENDRICKSON, GORDON and HUBKEY, JOHN F. Extroversion as a factor conditioning achievement in the fifth and sixth grades of the elementary school. *Journal of educational research*, 25: 6-13, January 1932.

"Partial correlations indicate that extroversion is positively related to achievement and negatively related to intelligence for boys in the fifth and sixth grades, and is practically unrelated to these factors in the case of girls. When the pupils who are at neither extreme of introversion or extroversion are sorted out, however, they are found to surpass both extremes in achievement and intelligence."

408. HOLSOFFLE, J. Q. The social adjustment of delinquents who are unable to inhibit old automatic perceptual responses. *Journal of social psychology*, 3: 91-96, February 1932.

The author discusses some mirror-drawing experiments with criminal recidivists. The greatest criminal offenders, those having the most imposing recidivistic records, made the poorest mirror-drawings.

409. SORENSON, HERBERT. Some factors for pupil control measured

and related. *Journal of educational psychology*, 23: 1-10, January 1932.

The author reports various correlations between (1) intelligence, (2) behavior, (3) mechanical interest, (4) mechanical ability, (5) industrial grades, and (6) academic grades. The data were collected from measuring 203 8B pupils. The values of the six variables for prediction are shown by zero order, partial, and multiple correlations. Intelligence was the best single measure for predicting academic success. The facts suggest that the behavior score is about as important as any of the other variables.

410. STRANG, RUTH. An analysis of errors made in a test of social intelligence. *Journal of educational sociology*, 5: 291-99, January 1932.

From an analysis of the errors made by 321 women graduate students who took the George Washington Social Intelligence test the author concludes: "While, in general, the recognition of names, faces, and emotional states in the facial expression or utterances of individuals, and the knowledge of topics of current interest might reasonably be factors in social intelligence, the detailed items in this test seem to have little relationship to the overt sociability of an individual."

411. WANG, C. K. A. A scale for measuring persistence. *Journal of social psychology*, 3: 79-90, February 1932.

The author discusses the construction of his persistence scale. A copy of the scale is reproduced in his article. The scale was used in testing college students. A correlation of $-.05$ $-.04$ between it and scores on the intelligence test of the American council on education was found.

412. WATSON, G. Measures of character and personality. *Psychology bulletin*, 29: 147-76, February 1932.

Reviews studies; 171 references given. See also nos. 19, 278.

JUNIOR COLLEGES

Walter C. Ellis

ORGANIZATION AND ADMINISTRATION

413. BISHOP, RALPH T. The junior college: objections and dangers. *Junior college journal*, 2: 318-25, March 1932.

Quotations (and brief discussion) from many writers pointing out dangers in the junior-college movement and objections to it, under the heads: organization, administration and curriculum; location and support; equipment and facilities; faculty and teaching; students.

414. CRAWFORD, STANTON C. A junior college personnel program.

Junior college journal, 2: 309-13, March 1932.

Report of the organization of personnel work at Johnstown, Pennsylvania, junior college.

415. DYORAK, AUGUST and DAVIDSON, JOHN W. Junior college feasibility in Washington. *Junior college journal*, 2: 199-204, January 1932.

Presents a detailed analysis of various population and financial data for the

twenty-three largest communities in the state. "Washington at present has logical use for thirteen or at the most seventeen district junior colleges. State aid or student tuition seems necessary. These seventeen districts have 80 per cent of all the high school students in the state."

416. PROCTOR, WILLIAM MARTIN. Time to take account of stock. *Junior*

college journal, 2: 303-4, March 1932.

Suggests three important "lines of defense" for the junior college if it is "to avoid a serious set-back during the next five or six years." They are the closer identity of the junior college with the rest of the public-school system, intensive improvement of the curriculum, and a policy of strictest economy.

HISTORY AND STATUS

GENERAL

417. CAMPBELL, DOAK S. Directory of the junior college, 1932. *Junior college journal*, 2: 235-48, January 1932.

Reports essential data for each of 480 junior colleges with enrollment of 99,543 students.

418. CORTRIGHT, E. EVERETT. Junior colleges spread even in New England. *Christian science monitor*, p. 8, February 6, 1932.

Summary of development of the movement in New England and of the curricula and offerings and enrollments.

419. EELLS, WALTER CROSBY. Dissertations in the junior-college field. *Junior college journal*, 2: 275-82, February 1932.

Reports authors, titles, dates, and institutions for 137 dissertations in the junior-college field written at forty-five American colleges and universities since 1915.

420. ——— Enrollment in junior colleges. *School and society*, 35: 155-56, January 30, 1932.

Summary of growth over ten years and comparisons with four-year college

and university enrollments as reported by Raymond Walters in an earlier issue of the same journal.

421. ——— Junior college growth. *Junior college journal*, 2: 290-92, February 1932.

Analysis of development over a five-year period as revealed by comparisons of successive junior-college directories.

422. WHITNEY, FREDERICK L. Recent legislation affecting the junior college. In *National university-extension association. Proceedings, Boulder, Colorado, May 11-14, 1931*. p. 62-68. Bloomington, Indiana, Indiana university, 1932.

Reviews legislation enacted since 1927 in Maine, Louisiana, Texas, Nebraska, North Dakota, Utah, Iowa, Kansas, California, Michigan, and Arizona; and legislation defeated in Colorado, Arkansas, Idaho, and Ohio. "On the whole, the junior college is not only holding its own as an educational institution recognized by state statute but is becoming more firmly entrenched in the commonwealth where it has already been provided for."

BY STATES

California

423. CALIFORNIA. STATE DEPARTMENT OF EDUCATION. Statistics of California junior colleges. *Sacramento, California State department of education, 1932*. 41 p. (Department of education. Bulletin no. 1)

Complete tabular presentation of facts regarding staff, students, plant, and finance for the California district and high-school departmental junior colleges for school year ending June 30, 1931; also historical résumé of principal comparative data since 1916-17.

Michigan

424. Junior college legislation in Michigan. *Educational law and administration (Kansas City, Mo.)*, 1: 6-7, January 1932.

A summary of the legislation in the state affecting junior colleges as enacted in 1917, 1923, 1927, 1929, and 1931.

Pennsylvania

425. MCCONN, MAX. The junior college in Pennsylvania. *Junior college journal*, 2: 305-8, March 1932.

Discussion of the antecedents, clientele, and general character of the seven junior colleges in Pennsylvania.

RELATION TO OTHER EDUCATIONAL UNITS

TO COLLEGES AND UNIVERSITIES

426. EELLS, WALTER C. The junior college movement. In *National university-extension association. Proceedings, Boulder, Colorado, May 11-14, 1931*. p. 48-62.

Bloomington, Indiana, Indiana university, 1932.

Reviews the development and significance of the junior-college movement throughout the country and suggests

eight reasons why the junior college may in many cases take over the work originally inaugurated by the University extension movement. Followed by discussion by B. E. Mahan, T. H. Shelby, H. G. Ingham, C. D. Snell, T. J. Grayson, A. M. Harding, and the author, p. 66-75.

427. ——— Relative merits of the six-three-three-two plan of organization. *Bulletin of the Department of secondary school principals*, 40: 244-58, March 1932.

Paper presented at the Washington meeting of the Department of secondary school principals of the National education association, February 1932.

428. SHOCKLEY, FRANK W. The junior college and university extension.

National university extension association. Proceedings, Boulder, Colorado, May 11-14, 1931. p. 46-48. Bloomington, Ind., Indiana university, 1932.

Outlines growth of interest in the junior college movement and lists nine activities relating to the junior college movement in which universities are participating.

429. ZOOK, GEORGE F. Implications of the junior-college movement. *Junior college journal*, 2: 249-50, February 1932.

"The liberal-arts college of the future may find that its real field of usefulness is in a program of work comprising the three years ending with the master's degree."

TO SECONDARY EDUCATION

430. KOOS, LEONARD V. Trends at the junior-college level. In W. S. Gray's Recent trends in American college education. *Institute for administrative officers of higher institutions. Proceedings*, 1931. Vol. 3. p. 3-11. Chicago, Ill., The University of Chicago Press, 1932.

It is clear that the junior college period is rapidly being allocated to the secondary school. This movement is being accompanied by an increasing tendency in the higher institutions, especially the larger ones, to effect the separation of the first two years from the upper years of higher education.

431. MYERS, ORVIL F. Articulation of

junior college and high school. *California quarterly of secondary education*, 7: 219-20, January 1932.

States that "the junior college should be an institution distinct from the university and the high school. Its function is collegiate—in the proper sense of that term."

432. ZOOK, GEORGE F. Relative merits of the 6-4-4 organization. *Bulletin of the Department of secondary school principals*, 40: 231-44, March 1932.

Paper presented at the Washington meeting of the Department of secondary school principals of the National education association.

FUNCTIONS OF THE JUNIOR COLLEGE

POPULARIZING

433. KEFAUVER, GRAYSON N. and BULLARD, CATHERINE. The organization of the junior college as an agency of democracy. *Teachers college record*, 33: 251-61, December 1931.

Duplicate of address before the Detroit meeting of the Department of superintendence of the National education association, 1931.

PREPARATORY

434. CONGDON, WRAY H. Do junior-college transfers succeed? *Junior college journal*, 2: 209-15, January 1932.

A summary of the author's doctoral dissertation at the University of Michigan. Based upon a study of 258 junior-college transfers in the engineering college of the University of Michigan. The results show a persistent and sometimes varying but none the less consistent superiority of the junior-college students during their engineering courses over their classmates from other institutions or from the lower division of the University.

students at Stanford university. *Faculty bulletin (Stanford university)*, 19: 1-3, December 28, 1931.

Records of 1,040 junior-college transfers at Stanford university from 1923-24 to 1930-31 investigated, and comparisons made with various other groups.

435. VOTAW, D. F. Scholarship of junior-college transfers. *Junior college journal*, 2: 272-74, February 1932.

A statistical study based upon the records of students at the Southwest Texas State teachers college at San Marcos, Texas.

CURRICULUM

GENERAL

437. BURK, JOSEPH E. The southern junior colleges for women. *Junior college journal*, 2: 251-54, February 1932.

Stresses the importance of the development of terminal courses of various types, in Southern institutions.

438. DAVIS, RAYMOND E. Junior college semiprofessional curricula. *Junior college journal*, 2: 326-32, March 1932.

A strong plea for an extension of semiprofessional offerings in junior colleges. "I confidently hope that with the passing of another ten years, we may see the type of training offered by junior colleges quite different from that which is commonly being offered to-day."

439. MILLER, J. C. Improving instruction in the junior college. *Junior college journal*, 2: 205-8, January 1932.

Describes and evaluates various practices in use at Christian college, Columbia, Missouri.

440. MYERS, ORVIL F. The semiprofessional curricula of the Los Angeles junior college. *Journal of education*, 115: 207-9, March 7, 1932.

Describes need for a variety of semiprofessional courses as worked out at Los Angeles. Emphasis on the course for secretarial and laboratory assistants and for banking and finance. "The preparation of the semiprofessional curricula . . . has proceeded from certain convictions as to a neglected area in the American scheme of education."

441. SHOUSE, JOHN L. The organization and content of the curriculum of the junior college of Kansas City, Missouri. In W. S. Gray's Recent trends in American college education. *Institute for administrative officers of higher institutions. Proceedings*, 1931. Vol. 3. p. 24-32. Chicago, Ill., The University of Chicago Press, 1932.

A concise summary of history, objectives, and methods. Reports 2,113 graduates since organization. Outline of proposed experimental curricular changes given.

442. SPAHR, ROBERT HOOVER. The need for semiprofessional education. *California quarterly of secondary education*, 7: 135-45, January 1932.

An address before the Northern California junior college association, October 17, 1931, and before the Southern California junior college association, October 24, 1931. Discusses the demand for technical institute training as compared with college training, and similarities and differences of technical institute and junior-college education.

443. WHITNEY, FREDERICK L. Placement of curriculum content. *Junior college journal*, 2: 187, January 1932.

Makes the suggestion that the American association of junior colleges undertake a large-group cooperative attack on the junior-college curriculum problem.

BUSINESS

444. KOOS, LEONARD V. Business education: the present status. *Junior college journal*, 2: 191-98, January 1932.

States the number of junior colleges giving various types of courses in the fields of economics and business, and discusses the number and preparation of the instructors offering them.

ENGLISH

445. ELLIS, WALTER C. and SEGEL, DAVID. Stanford tests for junior colleges; test in English. *Stanford university, Calif., Stanford University Press*, 1932. 8 p.

First of a series of achievement tests designed especially for junior college use. Norms available for both freshman and sophomore accomplishment.

PSYCHOLOGY

446. MARTIN, PAUL E. Adaptation of psychology to junior college. *Junior college journal*, 2: 333-35, March 1932.

Based upon the experience of the author with classes at Compton junior college, Compton, California.

447. LOS ANGELES JUNIOR COLLEGE. A new type of college training. 3'd rev. ed. *Los Angeles, Calif., Los Angeles junior college*, 1932. 48 p.

"An illustrated symposium of the Los Angeles junior college semiprofessional

curricula." Contains attractive illustrated descriptions of the work in accounting, aeronautics, art, banking, general business and business law, civic health, civil engineering, community

recreation, drama, electricity, liberal arts, mechanics, music, nursing, publications, radio and sound, secretarial, school service, and social arts.

LIBRARY

448. SCANLON, HELEN LAWRENCE. Library instruction in junior colleges. *Junior college journal*, 2: 269-71, February 1932.

A paper presented before the American library association, June, 1931. Describes especially the work being done at Bay City junior college, Emmanuel missionary college, Flint junior college, and J. Sterling Morton junior college.

BUILDINGS AND GROUNDS

449. CHAMBERLAIN, LEO MARTIN. The housing of thirty public junior colleges of the Middle West and tentative standards and principles relating to buildings, equipment, and associated administrative problems. *Lexing-*

ton, University of Kentucky, College of education, 1931. 210 p. tables. (Bureau of school service, Bulletin vol. 3, no. 4)

Published form of the author's doctoral dissertation at Indiana university.

SPECIAL TYPES OF JUNIOR COLLEGES

450. CAMPBELL, WILLIAM GILES. The Hillsboro four-year junior college. *Junior college journal*, 2: 263-68, February 1932.

A critical discussion and evaluation of the four-year experiment in a Texas public junior college. "In spite of severe handicaps, every reasonable effort is being made at Hillsboro to make a full-fledged, four-year junior college and to erase lines which tend to prevent complete consolidation."

in the American educational system. *P. E. O. record*, 44: 6-8, February 1932.

General survey of the development of the junior-college movement, with special consideration of the reasons for private junior colleges for women, their opportunities, obligations, and accomplishments. Concludes that "it is now clearly evident that the junior college for women has been accepted as a permanent feature of our educational system."

451. DAVIS, J. THOMAS. John Tarleton agricultural college. *Junior college journal*, 2: 188-90, January 1932.

Outlines the development, status, and present equipment of this Texas junior college.

454. NORFINGER, H. G. Virginia intermont college. *Junior college journal*, 2: 255-57, February 1932.

Discussion of the aims, equipment, and curriculum of this Virginia junior college.

452. HAGGARD, W. W. A visitor at the Joliet junior college. *Junior college journal*, 2: 314-17, March 1932.

Information regarding the plant, enrollment, curriculum, and other matters regarding the oldest public junior college in the country.

455. PROSSER, MARY ROSE. The future of Cottey college. *P. E. O. record*, 44: 15-16, 22, January 1932.

An article by the president of this junior college controlled by the P. E. O. sisterhood. Considers especially clarification of intentions regarding the future of the college, scholarships, and other financial aid to students, securing of accreditation by the North central association, and increase of enrollment.

453. MITCHELL, MARGARET J. The place of women's junior colleges

STUDENTS AND STUDENT ACTIVITIES

456. BARNARD, RUTH. Phi theta kappa. *Junior college journal*, 2: 258-62, February 1932.

The secretary of the junior college National honor society discusses its development, objectives, plan of organization, and present status. List of fifty-one active chapters given.

An account of the history, purpose, and plans of the National honorary forensic society for junior colleges by its national founder. Contains list of thirty-seven active chapters of the organization.

457. SHACKSON, ROLLAND. Phi rho pi: National forensic society. *Junior college journal*, 2: 336-39, March 1932.

458. WRENN, C. GILBERT. Practical study aids. *Stanford university, Calif., Stanford University Press*, 1931. 16 p.

Concise, practical suggestions of special value to the junior-college student.

EDUCATION OF TEACHERS

E. S. Evenden

assisted by Guy C. Gamble, Marjorie Simonson, and Clara Mangum

ADMINISTRATIVE PROBLEMS

459. CARPENTER, W. W. Participation of teachers in the determination of school policies. *Peabody journal of education*, 9: 234-38, January 1932.
Description of a method that will guarantee to teachers in an official way a recognized channel for this suggestion in the determination of school policies.
460. CHAMBERS, M. M. Presidents of State teachers colleges. *School and society*, 35: 234-36, February 13, 1932.
A study of 61 State teachers college presidents.
461. CLEMENT, EVELYN. An evaluation of teacher-training. *Educational administration and supervision*, 18: 91-98, February 1932.
A description of an attempt to evaluate the training of new teachers in California for the school year 1930-31.
462. EGINTON, DANIEL P. Criteria for teachers' meetings. *Journal of education*, 115: 87-88, January 25, 1932.
Suggestions helpful to those charged with the responsibility of organizing and conducting teachers' meetings as one of the techniques of supervision.
463. ELLIS, CHARLES C. Limitations for liberal-arts colleges and teachers colleges in the preparation of teachers for the Commonwealth. *Pennsylvania school journal*, 80: 483-87, March 1932.
A recommendation that liberal arts colleges train teachers for high school, and for teachers colleges; to train junior high school teachers and elementary school teachers for urban communities, and for rural schools.
464. FITCH, HARRY N. An analysis of the supervisory activities and techniques of the elementary school training supervisor. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 130 p.
Supervisors rated the frequency, the need for training, and the value of 422 activities. Student teachers indicated the help provided by critic teachers and suggested activities that the critic teachers might have performed.
465. KNUDSEN, CHARLES W. Evaluation and improvement of teaching. *New York, N. Y., Doubleday, Doran & Co., Inc.*, 1932. 538 p.
Organization of material on the evaluation and improvement of instruction with emphasis on supervisory aspects.
466. OBERTEUFFER, D. State certification codes. *Health and physical education*, 3: 13-15, February 1932.
Principles offered to State departments for certification of teachers of physical education.
467. TIEGS, ERNEST W. Guesswork and teacher selection. *American school board journal*, 84: 27-28, March 1932.
What school-board members should know about the selection and retention of teachers.
See also nos. 621, 751, 773.

CURRICULUM

468. BARNES, WALTER. A cultural background for the teacher-in-training. *English journal*, 21: 123-30, February 1932.
A plea for provision of a cultural background for teachers-in-training.
469. BUCHANAN, VIRGINIA. Training the elementary student-teacher in curriculum construction. *Virginia teacher*, 13: 13-15, January 1932.
Method employed at Harrisonburg State teachers college in giving students experience in curriculum construction by the following four steps: (1) Getting a common basis for thinking in education; (2) Setting up objectives; (3) Planning activities; (4) Testing, checking, and revising results.
470. BUNCE, EDGAR F. Advanced study for teachers in service. *Education bulletin*, 18: 503-10, February 1932.
Specific regulations regarding the securing of diplomas and degrees from New Jersey teacher-training institutions.
471. BUSWELL, G. T. The Doctor's dissertation. *Journal of higher education*, 3: 139-45, March 1932.
What shall be the criteria for the doctor's dissertation in education?
472. CARR, JOHN W., jr. The work of the teacher in planning the curriculum. *Educational method*, 11: 274-80, February 1932.

A description of the type of research leading teachers to work out, present, and evaluate units for the new curriculum.

473. CLASS, EDWARD C. Prescription and election in elementary-school teacher-training curricula in State teachers college. *New York, N. Y., Bureau of publication, Teachers college, Columbia university*, 1931. 92 p. (Contributions to education, no. 480)
- A catalog study of status, tracing changes from the normal schools of 1870 to the teachers colleges of 1930.
474. DEMIASHKEVICH, M. J. Educational sociology and sociology. *Peabody journal of education*, 9: 226-33, January 1932.
- An exposition of certain social issues which should form the major content of educational sociology.
475. ———. Philosophy and the philosophy of education. *Educational administration and supervision*, 18: 115-24, February 1932.
- The author selects the following four bridges to be erected between philosophy, taken in its traditional academic sense, and the philosophy of education: Discussions of: (1) The individual and society; (2) The validity of human knowledge in relation to methods of learning and teaching; (3) The problem of good and evil, of the changing and the permanent in relation to methods of character building and education for citizenship; (4) The significant present-day philosophical and sociological theories and their influence upon educational objectives and methods.
476. DOUDNA, EDGAR G. English in teachers college. *Educational administration and supervision*, 18: 31-34, January 1932.
- A tentative list assembled partly from the Commonwealth teacher-training study and from reports of students, teachers, and supervisors suggested as a basis for problems in first year English.
477. EURICH, ALVIN C. Should the course in freshman composition be abolished? *School and society*, 35: 290-91, February 27, 1932.
- A recommendation that English be taught in all courses for which the student enrolls, but principally in relation to the major subject he has selected. See also no. 581.
478. FREEMAN, STEPHEN A. The degree of Doctor of modern languages at Middlebury college. *School and society*, 35: 388-89, March 19, 1932.
- Description of requirements for the degree of Doctor of modern languages, a teaching degree primarily.
479. HELLER, OTTO. The "teaching degree." *School and society*, 35: 135-40, January 30, 1932.
- Since the M. S. or M. A. degree has been established as a teaching degree and since the master's degree is awarded under so many different conditions, it would be better if education courses were transferred from collegiate to graduate level, and three or four semesters were required for the master's degree.
480. KERR, A. M. Can health instruction results be measured? *Pennsylvania school journal*, 80: 497-98, March 1932.
- Points out the need for objective tests in the field of health instruction.
481. PHILLIPS, MARGARET. Professional courses in the training of teachers. *British journal of educational psychology*, 2: 1-24, February 1932.
- Second part of the report on an inquiry into the fields of professional courses of training teachers in England. First part was given in the November, 1931, issue of the above magazine.
482. RUSSELL, WILLIAM F. A special course for critic teachers. *School and society*, 35: 22-24, January 2, 1932.
- An excerpt from a report of the Dean of Teachers college, Columbia university, describing the educational innovation of a special program for critic teachers in normal schools.
483. STROBEL, LETTIE J. Character education through the teaching of handwriting. *Pennsylvania school journal*, 80: 495-96, March 1932.
- The place of the teacher of handwriting in promoting character education.
484. ZORBAUGH, HARVEY W. Mental hygiene's challenge to education. *Journal of educational sociology*, 5: 325-33, February 1932.
- To those who conceive education as an adjustment, mental hygiene furnishes a point of view and background of knowledge which can be effectively utilized in a curriculum of teacher training. See also nos. 206, 446, 704.

GENERAL THEORY AND PRACTICE

485. BURR, SAMUEL ENGLE. Is teaching a profession? *Journal of education*, 115: 130-31, February 8, 1932.
- Criteria for a profession applied to teaching.
486. EMERY, JAMES NEWELL. Changing goals in teaching. *Journal of education*, 115: 8-9, January 4, 1932.
- A comparison of modern objectives of teaching compared with those of thirty years ago.

487. HACKER, L. W. The education of rural teachers. *Journal of the National education association*, 21: 65-66, February 1932.

A discussion of principles that should underlie the education of rural teachers.

488. HENZLIK, F. E. Some fundamental objectives in the training of teachers. *Nebraska educational journal*, 12: 9-12, January 1932.

Some fundamental objectives in the training of teachers are: (1) Selection and orientation of prospective teachers; (2) Development of social consciousness and culture; (3) Provision for ample opportunity for student teaching under expert guidance and direction; (4) That a college engage in a program of placement and follow-up.

489. HINES, L. N. The philosophy of Indiana State teachers college. *Teachers college journal*, 3: 131-34, January 1932.

The philosophy of Indiana State teachers college in terms of legislative enactment.

490. McKENNY, CHARLES. The teachers college and current trends in higher education. *American schoolmaster*, 25: 93-99, March 15, 1932.

Application of the tendencies cited by Dr. F. J. Kelly in the study of the liberal arts college which was subvented by the Commonwealth fund and applied to teachers colleges.

491. MORAN, MARY E. The philosophy of instruction underlying the professional training of teachers in normal schools and colleges. *Teachers college journal*, 3: 135-38, January 1932.

The philosophical principles utilized in professional training of teachers in Indiana.

492. NEUMANN, HENRY. Training teachers for character education. *School and society*, 35: 39-42, January 9, 1932.

Discusses the high ethical values in literature and maintains that teachers without exception should be students of ethics. He also maintains that character-building should be the main objective in the home, in the school and in the community.

493. OPDYCKE, JOHN B. Tactical teaching. *English journal*, 21: 12-23, January 1932.

An exposition of teaching concentrated upon quality in students rather than upon content.

494. PERDUE, DAN H. Ways to better teaching. *High school teacher*, 8: 8-9, January 1932.

The first requisite for good teaching is a teacher who has a knowledge of and a firm belief in the greatness of his work; the second, preparation for work; and third, definite objectives.

495. RAMSEY, E. E. The philosophy of the Indiana State teachers college. *Teachers college journal*, 3: 139-44, January 1932.

The three backgrounds of philosophy are as follows: 1. to train the prospective teacher into the proper relationships with his professor and with his professional group; 2. to train the prospective teacher into the proper relationships with society and its institutions; 3. To train the prospective teacher into proper relationships with himself.

496. WILBUR, RAY LYMAN. The widening functions of the teacher. *Virginia journal of education*, 25: 225-26, February 1932.

Address delivered at the Annual convention, Virginia education association, Richmond, November 26, 1931.

See also nos. 188, 775.

HISTORY AND STATUS

497. ADE, LESTER K. The teachers-college movement. *Educational service journal*, 4: 3-5, January 1932.

A general discussion of the development of teachers colleges with recommendations as to problems of development.

498. DAVIS, F. G. Status of teacher training in Pennsylvania. *Pennsylvania school journal*, 80: 487-88, March 1932.

A brief survey of teacher training in Pennsylvania based on a questionnaire addressed to teacher training institutions and on statistics and reports of the State Department of public instruction, Harrisburg.

499. DEMIASHEVICH, M. J. The training of secondary school teachers in Germany. *Educational administration and supervision*, 18: 185-200, March 1932.

A description of the objectives and procedures in training secondary school teachers in Germany.

500. ELLIS, W. C. [The year] 1932 as a centennial year in the history of education. *School and society*, 35: 91-92, January 16, 1932.

A list of centennial dates in the history of education considering 1932 as a centennial year.

METHODS OF INSTRUCTION

501. ALLEN, CHARLES FORREST and MURPHY, ELIZABETH RAWLINGS. An individualized group method of teaching language skills. *Elementary English review*, 9: 70-72, March 1932.
A description of a method of teaching language skills developed as a result of experimentation over a period of years.
502. AULT, VERLYN W. Remedial work in English, I. *Chicago schools journal*, 14: 211-13, January 1932.
Remedial work in English on a secondary level in Chicago.
503. BAIRD, WILLIAM JESSE. Suggestions for improving instruction in general science. *Educational administration and supervision*, 18: 104-14, February 1932.
Techniques for the improvement of instruction.
504. BLAIS, CLARA M. How shall we obtain our objective in a two-year French course? *High school*, 9: 108-11, February 1932.
A series of recommendations covering the attainment of objectives in a two year French course.
505. BRAUN, MARY S.; GAREIS, MARGARET S.; and WALKER, EDITH V. Teaching the social sciences now and then. *Baltimore bulletin of education*, 10: 85-87, January 1932.
A comparison of the method of teaching social science in 1894 in Baltimore and the present day.
506. CHASE, LENOX E. A study of how to teach the economics geography of Argentina. *Journal of geography*, 31: 128-32, March 1932.
A description of the method to be used in teaching economic geography.
507. CORDREY, E. E. Efforts to improve instruction in State teachers colleges. *Peabody journal of education*, 9: 200-8, January 1932.
The result of a questionnaire study answered by 81 State teachers colleges and normal schools in 35 different States, and seeking information concerning the means and methods used to improve instruction.
- * 508. COSS, JOHN J. Improvement in college teaching at Columbia university. *Journal of higher education*, 3: 121-26, March 1932.
A summary of the report of the Columbia Committee on graduate training for collegiate teaching.
509. DAVIS, EVA M. A plan for vitalizing the teaching of two courses in education. *Educational administration and supervision*, 18: 178-84, March 1932.
A description of a report of the attempt to carry out principles of learning and teaching in two classes in education conducted during the 1931 summer session at New Mexico State teachers college.
510. DAVIS, ROBERT A. and BALLARD, C. R. The development of research in learning. *Journal of educational psychology*, 23: 226-35, March 1932.
The purpose of this paper was to analyze studies reported in periodicals and monographs with a view to noting trends, and to determine the lines along which research in learning is now being formulated.
511. DAWSON, MILDRED A. Traditional versus progressive practices in teaching language usage. *Elementary English review*, 9: 53-56, March 1932.
A description of fallacious procedures in the traditional methods of teaching language usage and suggestions for improved practices based upon experimentation and recommendation.
512. FLOWERS, IDA V. Modern development in reading instruction. *Baltimore bulletin of education*, 10: 92-103, January 1932.
Methodology in reading from the kindergarten through junior high school.
513. FRUTOHEY, FRED P. The significance and application of practice exercises. *Educational research bulletin (Ohio State university)* 11: 61-65, February 3, 1932.
A discussion of the development of mathematical abilities of students in solving problems of dairy technology by the use of practice exercises.
514. HUNTINGTON, HAROLD A. The use of instruction sheets at Indiana State teachers college. *Teachers college journal*, 3: 149-59, January 1932.
A description of techniques utilized in making instruction sheets.
515. KELTY, MARY G. and MOORE, NELLE E. An experimental study of the teaching of current events in the middle grades. *Elementary school journal*, 32: 417-25, February 1932.
An experiment to discover the advisability of teaching current events in the middle grades, and methods of teaching current events.
516. McDOWELL, HAZEL A. Methods of teaching biology. *School sci-*

- ence and mathematics*, 32: 261-67, March 1932.
A summarization of methods now employed by a representative number of teachers in the teaching of biology.
517. MEYERS, EDNA R. Experimental possibilities in the public schools. *Progressive education*, 9: 22-28, January 1932.
Description of an experiment in education utilizing the summer period in a Chicago elementary school.
518. PRESSEY, S. L. and PRESSEY, L. C. Practical "educational engineering" in a teacher-training course. *School and society*, 35: 67-70, January 9, 1932.
The report of a carefully controlled experiment to test the effectiveness of four teaching procedures: (1) informal lectures, (2) interview and review method, (3) test-teach-test method, and (4) the committee technique. The authors contend that educational engineering can improve instruction, that graduate students can be used with profit in such a program, and that the program has valuable factors in training instructors for the profession of teaching.
519. REEVES, CHARLES EVERARD. Standards for high-school teaching. New York, N. Y., D. Appleton and company, 1932. 533 p.
Standards of teaching and learning on the secondary level presented as bases for courses in general methods and observation and practice teaching.
520. RUEDIGER, W. C. Direct attack in teaching. *Educational method*, 11: 270-73, February 1932.
An exposition of the method of the direct attack on various subjects presented in the school curriculum.
521. SMITH, GALE. Teaching history by the laboratory method. *Historical outlook*, 23: 21-24, January 1932.
A description of the methods used in teaching history by the laboratory method.
522. STONE, MILDRED B. A partial survey of studies published in 1930 in the field of arithmetic methods. *Education*, 52: 333-36, February 1932.
An inspection of 1930 studies in the field of mathematical methods.
523. WALTZ, RALPH H. Some results of laboratory training. *Modern language journal*, 16: 299-305, January 1932.
Results of tests of laboratory drill in a new environment suggest that many of the possibilities of the laboratory have been hitherto neglected or overlooked.
524. WILLOUGHBY, GEORGE A. Essentials in industrial-arts teaching. *American schoolmaster*, 25: 120-24, March 15, 1932.
Objectives of industrial-arts courses on the intermediate school level.
See also nos. 49, 74, 79, 150, 233, 253.

PERSONNEL

525. BROOM, M. E. A note on predicting teacher success. *Educational administration and supervision*, 18: 64-67, January 1932.
The author presents a series of inter-correlations showing the relation between six various measures, as a means of predicting teaching success. The results are negative in so far as finding a criterion for predicting teaching success is concerned.
526. FLINN, VERA. Teacher-rating by pupils. *Educational method*, 11: 290-94, February 1932.
A comparison between the ratings of a certain teacher of mathematics by four supervisors and four different groups of students, suggesting the possible use of students' ratings for administrative purposes.
527. HILL, HARRY. The voice of the teacher. *School*, 20: 590-92, March 1932.
Suggestions to improve the voice of the teacher.
528. McCORMICK, THOMAS C. Rural intelligence and college achievement. *Sociology and social research*, 14: 259-66, January-February 1932.
529. McNALLY, EDWARD J., ch. Teachers' ratings in New York city. *Elementary school journal*, 32: 326-28, January 1932.
Recommendations made on teachers ratings by the Committee on organization and administration of the Teachers council of New York city to the New York Board of education.
530. MATTHEWS, R. D. The use of the standard deviation value in improving teachers' marks and in diagnosis. *Educational outlook*, 6: 90-96, January 1932.
The utilization of a technique which assumes that the achievement of a group furnishes a better basis for evaluating a pupil's achievement than a standard set up arbitrarily by the teacher.
531. MORTON, R. L. The influence of pupil conduct on teachers' marks. *Educational research bulletin*, 11: 57-60, February 3, 1932.
A report on correlation data on eleven variables. The marks which students

receive in school subjects bear a definite relationship to the marks which they receive in deportment.

532. ZACHERY, CAROLINE B. Mental hygiene of the classroom teacher. *Journal of the National educa-*

tion association, 21: 63-64, February 1932.

The education of teachers should be planned for the purpose of developing well-rounded, well-adjusted adults.

See also nos. 180, 621.

PRACTICE TEACHING

533. BRUECKNER, LEO J. The organization of practice. *Journal of the National education association*, 21: 79-80, March 1932.

A summarization of the principles which should underlie the organization of practice work in arithmetic.

534. HOBSON, C. V. Training rural teachers. *School and society*, 35: 158-59, January 30, 1932.

Practice teaching of rural teachers in the Bemidji State teachers college, Bemidji, Minnesota.

535. IRWIN, FORREST A. The work of the teachers college in preparation for student teaching. *Educational administration and supervision*, 18: 223-28, March 1932.

The philosophy of the Trenton State teachers college in preparation for student teaching.

536. MEAD, A. R. Statistical data concerning student teaching in Ohio. *Educational research bulletin (Ohio State university)* 11: 69-71, February 3, 1932.

A summary of institutional data in the State of Ohio pertaining to the finances directly and obviously expended for the work of student teaching, participation, and observation.

537. REEVES, CHARLES EVERARD. Workbook in high-school observation and practice teaching. New York, N. Y., D. Appleton and company, 1932. 270 p.

A workbook to accompany the companion text "Standards for high-school teaching" by same author.

538. RYAN, CALVIN T. Improving teacher-training through more efficient selection and assignment of student-teachers. *Educational administration and supervision*, 18: 35-40, January 1932.

A discussion of a procedure of selecting and assigning students at the State teachers college, Kearney, Nebr.

539. SMITH, RUBERTA N. Student teaching in a two-year curriculum for primary teachers. *Educational administration and supervision*, 18: 47-63, January 1932.

A discussion of laboratory participation in the training school and in public schools carried on in elementary education at the State teachers college at Oshkosh, Wis.

540. STANSBURY, V. E. The high cost of inefficiency. *School and society*, 35: 156-58, January 30, 1932.

A plan for the improvement of practice teaching.

541. STREBEL, RALPH F. The scholastic status of pupils taught by student-teachers. *Educational administration and supervision*, 18: 99-103, February 1932.

A description of an attempt at Syracuse university to discover whether or not the scholastic rating of pupils as made by teachers is lowered. The results indicate that the average scholastic standing in the student-teachers' groups was not significantly less than that in parallel classes taught by regular teachers.

TEACHER TRAINING; SCHOOL BUILDINGS

542. Dedication of the State teachers college at Buffalo. *School and society*, 35: 12, January 2, 1932.

A description of the new building of the State teachers college at Buffalo, N. Y., dedicated December 17, 1931.

543. The Graduate-education building of the University of Chicago. *School and society*, 35: 173, February 8, 1932.

A description of the new Graduate education building of the University of Chicago. Given to the University by the General education board for the support of scientific study of educational problems.

544. GRANNIS, EDITH E. H. Teachers-college library buildings. *Bulletin of the American library association*, 26: 140-45, March 1932.

A description of standards that should be considered in planning teachers college library buildings.

545. A teacher-training school. *American school board journal*, 84: 46-48, February 1932.

Description of the administration building of the Central Michigan normal school, Mount Pleasant, Mich.

See also no. 647.

SUPPLY AND DEMAND

546. CAMPBELL, DOAK S. Beginning teachers in the accredited secondary schools of the association of colleges and secondary schools of the Southern States. *Nashville, Tenn., George Peabody College*, 1931. 34 p.

This study comprises: (1) The available annual supply of beginning teachers in secondary schools accredited by the Association of colleges and secondary schools of the Southern States; (2) The annual demand for beginning teachers in this area; (3) The training and teaching assignments of beginning teachers in this area.

547. SNYDER, AGNES and ALEXANDER, THOMAS. Teaching as a profession. Supply and demand. *Teachers college bulletin*, 23: 31-35, January 1932.

This section of the bulletin brings out guidance suggestions for students interested in teaching as a profession.

548. The teacher oversupply and a remedy. *American school board journal*, 84: 58, 60, March 1932.

Report of an attempt to solve the teacher-unemployment problem in California.

See also nos. 778, 784.

SPECIAL TYPES OF TEACHERS

549. ANDERSON, EARL W. and ELIASSEN, REUBEN H. High-school home economics teachers in the United States. *Journal of home economics*, 24: 227-29, March 1932.

Report of a survey of 25 State reports of personnel within a State. An estimate is presented that teachers of home economics comprise approximately 7% of secondary-school personnel.

550. JACKSON, LAMBERT L. What modern-school administration expects of high-school teachers of mathematics. *Mathematics teacher*, 25: 66-70, February 1932.

Modern educational administration reasonably expects of teachers of mathematics preparation in mathematics, both academic and professional; it anticipates ability to contribute to curriculum construction, to pupil guidance and to related school activities; and finally, it presupposes that teachers will lead normal social and civic lives in the interests of themselves and their pupils.

551. MUMFORD, GEORGE E. Has the college or university anything to offer teachers of shorthand? *Educational outlook*, 6: 97-105, January 1932.

The aims and objectives of shorthand.

552. NEILSON, N. P. The professional preparation of physical education teachers. *California quarterly*, 7: 165-67, January 1932.

This article raises a series of questions concerning the type of training needed for the period of training and courses of study and certification of physical education teachers.

553. SCARF, R. V. and NOYER, RALPH. Some notes on a curriculum for Latin teachers. *Educational administration and supervision*, 18: 125-32, February 1932.

Results of a questionnaire sent out to all Latin teachers in Indiana as a basis for revising courses for prospective teachers of Latin, at Ball State teachers college, Muncie, Indiana.

TRAINING IN SERVICE

554. BROWN, FRANCIS J. An evaluation of extra-mural courses. *Educational administration and supervision*, 18: 13-20, January 1932.

An evaluation of extra-mural courses by superintendents, directors of extension, and State department of education officials, with suggestions for the improvement of this type of work.

555. CLEM, ORLIN M. In-service work in high-school administration. *Educational administration and supervision*, 18: 161-66, March 1932.

A plea for the cooperative effort of professional educator and practical administrator.

556. CRAIG, VICTOR YOUNG. A study of the sources from which rural

teachers-in-service seek and receive aid in teaching and school management. *Nashville, Tenn., George Peabody college for teachers*, 1931. 136 p.

This study is an attempt to find: (1) The sources from which rural, white, elementary teachers in service seek aid in teaching and school management; (2) The sources from which these teachers receive aid; (3) The kinds of aid sought from and afforded by each source; (4) The difference, if any, in the aids sought and received by teachers in counties rated by State Departments of education as more progressive, less progressive, and average; (5) The difference, if any, in the aids sought and received by teachers in small and large rural schools; (6) The differences, if any, in the aids sought and received by teachers in counties employing rural supervisors or assistant county superintendents, and in those without such specialists.

557. HIGBIE, E. C. Ways a teachers college can help the novice in teaching. *Nation's schools*, 9: 47-50, February 1932.

A description of a plan for placement of graduates and follow-up of their work conducted by Eastern State teachers college, Madison, S. Dak.

558. PALMER, ARCHIE M. Educating the educators. *Peabody journal of education*, 9: 239-43, January 1932.

A discussion of the means employed to train administrators and teachers-in-service in various phases of higher education.

559. SCHORLING, RALEIGH. The high-school teacher in the making. *Ann Arbor, Mich., Edwards Brothers, Inc.*, 1931. 34 p.

A course in directed teaching dealing with practical phases of teacher training.

560. STROEBE, LILIAN L. Self-improvement and inexpensive books for the teacher of German. *Modern*

language journal, 16: 289-98, January 1932.

The teacher of small means and little time to spare will find a well-selected collection of good, short, inexpensive books the greatest help in his work of self-improvement.

561. WEEKS, I. D. Supervisory needs of rural teachers in the social studies. *Educational method*, 11: 218-20, January 1932.

A survey of the supervisory needs of rural teachers in the social studies. The author utilized a check list in which rural teachers in attendance at a teachers' institute in South Dakota checked items in various ways.

562. WIGHTMAN, C. S. A valuable conference at the Paterson normal school. *Education bulletin*, 18: 510-15, February 1932.

A conference held at the State normal school, Paterson, N. J., as a follow-up of recent graduates who were getting their first teaching experience under contract in the public schools of the State.

See also no. 91.

COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

Arthur J. Klein

assisted by W. Ray Smittle

GENERAL REFERENCES

563. BENNER, THOMAS E. What is good publicity? *Journal of higher education*, 3: 91-98, February 1932.

Publicity programs have often been conducted by the public relations officer which attract attention but which are at odds with the dignity and responsibility of an educational institution.

564. EDWARDS, MARCIA. College enrollment during times of economic depression. *Journal of higher education*, 3: 11-16, January 1932.

A study of enrollment in 96 colleges and universities since 1890, noting growths trends and the deviations from these trends. Finds, that contrary to the common assumption, periods of economic depression in the past and the present one do not tend to increase enrollments in institutions of higher education. The marked exception is enrollment in the graduate school.

565. FOSTER, C. R. jr. and DWYER, PAUL S. An index of distribution. *Journal of higher education*, 3: 17-20, January 1932.

The writers describe how they constructed an index of distribution based on the proportion of people dwelling in the nine United States census districts.

566. GRAHAM, FRANK PORTER. The university of to-day. *Educational record*, 13: 10-37, January 1932.

An inaugural address delivered at the University of North Carolina, November 11, 1931. The place and function of each of the units of a university, the relation of the university to the people, and the freedom of the university are discussed by the president.

567. JOHNSON, PALMER O. Benefactions of philanthropic foundations and who received them. *School and society*, 35: 264-68, February 20, 1932.

Compiles data to show total benefactions 1923-1929 for "five of the older and more prominent foundations." Completely analyzes the character of activity so subsidized. Concludes that these funds are predominantly allowed private institutions. If this is an indication of a policy, then certain implications arise. These implications are stated but not discussed.

568. KLEIN, ARTHUR J. The use of surveys. *Ohio state university bulletin*, 36: 248-52, September 1931.

Immediate uses of surveys are: (1) to give currency to standards of educational procedure and practice that are developed scientifically by specialized workers; (2) to develop new techniques of judgment of educational procedure and serve themselves to develop new standards; (3) to present new conceptions and untried proposals in the light of specific situations; (4) to bring new viewpoints to local situations and agitate administrations and faculties to new thought and action; (5) to serve as an effective measure of education.

569. LEWIS, WILLIAM MATHER. Credit hunting versus education. *Educational record*, 13: 38-49, January 1932.

Address presented at the meeting of the Association of colleges and secondary schools of the Middle States and Maryland, November 1931. Better methods of college selection and of college entrance are essential if the real purposes of education are to be achieved. A number of activities having to do with the relations of so-called secondary and higher education are enumerated.

570. MACDONALD, LOIS. Has education failed the South? *Journal of the American association of university women*, 25: 65-68, January 1932.

The rapid economic development of the South is not being met by its politically and denominationally controlled institutions of higher learning. The classical educational tradition must be augmented by an active participation in the economic phases of agricultural, industrial, and social life.

571. PALMER, ARCHIE M. Displacement and replacement. *Journal*

of higher education. 3: 83-90, February 1932.

The author discusses the many changes that have been made in college presidencies within the last three years. He considers the number removed by death, breakdowns, administrative conflicts, age, and other causes and indicates the fields from which the new presidents have come.

572. THWING, CHARLES F. College presidents: whence they come, whither do they go, what do they do? *School and society*, 35: 1-8, January 2, 1932.

Points out that college presidents come historically largely from four sources; the ministry, professorships, deanships, and former college presidents.

573. WALTERS, RAYMOND. The Association of American colleges. *School and society*, 35: 182-89, February 6, 1932.

A brief report of the sessions of the Association of American colleges which was held at Cincinnati, Ohio, January 21-22, 1932. Summaries are given of the work of certain standing committees of the association.

See also nos. 91, 177, 518.

ADMINISTRATION

574. ASHBROOK, W. A. The Board of trustees. *Journal of higher education*, 3: 8-10, January 1932.

This study of the status and trends in the number of members on boards of control of institutions of higher education shows that: "The number of members on a board of trustees varied with the type of support which the institution enjoys. . . . It suggests seven chief causes for change in the size of memberships. Finally it compares the recommendations of the principal survey commissions with the actual composition of boards in four types of institutions.

575. BRANNON, M. A. The Montana system of administering higher education. *School and society*, 35: 269-77, February 27, 1932.

State institutions have been located with reference to political bartering rather than to the "greatest good for the greatest number." This is true for Montana as for every state. However, Montana in 1918 created centralized, co-ordinated control which is evaluated in this article as an instrument to overcome the difficulties imposed by the earlier political methods of location and control.

576. BROWN, WILLIAM M. Receiverships for colleges and universities. *School and society*, 35: 356-57, March 12, 1932.

An account of two institutions, Atlantic university, Virginia, and Hardin college, Missouri, which have been forced into bankruptcy by action of certain members of the faculties.

577. CHAMBERS, M. M. State systems of higher education. *Educational law and administration*, 1: 3-5, January 1932.

An analysis of the extent to which thirty-five states have consolidated two or more institutions of higher education.

578. DEWEY, JOHN. Political interference in higher education and research. *School and society*, 35: 243-46, February 20, 1932.

Summarizes and classifies typical attempts at political interference in American universities from the recent dismissal of Professor Herbert Miller at Ohio State university, to wholesale dismissals and reorganizations in the higher education of Mississippi. Notes the legal restrictions of some states upon the political activity of professors.

579. HUDELSON, EARL. Class-size standards at the college level. *North central association quarterly*, 6: 371-84, March, 1932.

The author after making 67 class-size experiments at the University of Minnesota comes to the conclusion that class size bears no significant relationship to educational efficiency as measured in terms of student achievement or other measurable outcomes.

580. HYDE, MELVIN W. Standards for publicity programs in state-supported colleges and universities. *New York city Teachers college, Columbia university*, 1931. 80 p. (Contributions to education, no. 506)

Contains: (1) Responsibility of a state-supported institution for reporting its activities to its constituents; (2) the most effective media for reporting the activities; (3) standards for publicity programs.

COURSES OF STUDY

581. EURICH, ALVIN C. Should freshman composition be abolished? *English journal* (Col. ed.) 21: 211-19, March 1932.
- Since freshmen often show very little increase in ability to write effectively, a plan is suggested whereby better results may be obtained.
- See also no. 477.
582. NOLL, VICTOR H. Science teaching on the college level. In *National society for the study of education*. Thirty-first yearbook, Part 1. A program for science teaching. p. 305-324. (Bloomington, Ill., Public school publishing company, 1932)
- The historical background of the present status of science offerings in colleges and universities, and the aims, content and methods of such courses, are outlined.
583. RIGG, MELVIN. The course in freshman English. *Journal of higher education*, 3: 93-95, February 1932.
- A description of an experiment to find out just how good or how bad the course in freshman English really was. The author describes the use of the Presser diagnostic tests in English composition to show the deficiencies and gains. He laments the fact that many persons go through the course without making any substantial gain.
584. WILLETT, G. W. Economy of time in subject fields. *North central association quarterly*, 6: 385-93, March 1932.
- A discussion of unnecessary duplication of college curricula and a proposal for reorganization.

FEDERAL GOVERNMENT AND EDUCATION

585. JOHN, WALTON C. National surveys of the Office of education. Washington, U. S. Government printing office, 1931. 32 p. (Office of education. Bulletin, 1931, no. 20. Vol. I, Chap. XX)
- This bulletin gives brief summary reports of the following surveys of the Office of education: (1) land-grant colleges and universities; (2) Negro colleges and universities; (3) national survey of secondary education; (4) national survey of the education of teachers; (5) national survey of school finance.

GRADUATE WORK AND ALUMNI

586. INSTITUTE OF WOMEN'S PROFESSIONAL RELATIONS. Fellowships and other aid for advanced work. Greensboro, N. C., Institute of women's professional relations, 1932. 67 p. mimeog.
- A supplement to previous studies published under the same title in January and February, 1930, and February, 1931. The fellowships, scholarships, loans, and assistantships available to students doing advanced work in higher education are published in this mimeographed bulletin.
587. RATCLIFFE, ELLA B. Scholarships and fellowships. Washington, U. S. Government printing office, 1931. 157 p. (Office of education. Bulletin, 1931, no. 15)
- A comprehensive report regarding the number, value, and types of scholarships and fellowships in institutions of higher education in the United States.
- See also no. 479.

INTERNATIONAL ASPECTS

588. BURGESS, ALICE M. Geneva as an educational center. *Journal of the American association of university women*, 25: 95-97, January 1932.
- The various educational opportunities on the college level that Geneva has to offer are shown for both summer schools and the regular college year.
589. INSTITUTE OF INTERNATIONAL EDUCATION. Twelfth annual report of the director. Stephen P. Duggan, director. New York, N. Y., The Institute, 1931. 60 p. (Bulletin, 12th series, no. 3, December 1931)
- The activities of the Institute of international education for the year 1931 are presented by the Director, Assistant director, the Secretary of the visiting lecturers bureau, and the Secretary of the student bureau.
590. HARPER, WILLIAM A. The American college in Turkey. *Christian education*, 15: 233-40, January 1932.
- A view of the American college in Turkey since the major reforms of Kemal have taken effect. Religious instruction is restricted to Turkish colleges. The adjustments of the American colleges in view of this restriction are shown.
591. ROGERS, AGNES L. College practices—English and American. *Journal of the American association of university women*, 25: 77-81, January 1932.
- English and American practices are compared as to specialization courses, systems of teaching, and examinations.

592. ZDANOWICZ, C. D. Immigration laws and the foreign professor. *Journal of the American association of university women*, 25: 93-94, January 1932.

An amendment of the immigration laws is suggested whereby foreign professors under contract to teach in American schools may be allowed to enter on a non-quota basis when approved by the Secretary of labor.

LIBRARIES AND READING

593. BISHOP, WILLIAM W. Advisory group on college libraries of the Carnegie corporation. In *American library association. Committee of the college and reference library yearbook*, no. 3,

1931. p. 34-42. Chicago, Ill., The Association, 1931.

The standards adopted by this Committee and printed in the report are: 1. Buildings; 2. Staff; 3. Book collections; 4. Classification and cataloging; and 5. Training in the use of the library.

MARKS AND MARKING SYSTEMS

594. NICOL, CARL C. W. The ranking system. *Journal of higher education*, 3: 21-25, January 1932.
Marking systems in which percentage

or letter values are assigned, when statistically evaluated, have proved most unreliable. Professor Nicol suggests in this article a scheme of ranking which seems a more satisfactory method.

MEDICAL EDUCATION

595. Methods and problems of medical education. *New York city, Rockefeller foundation*, 1932. 250 p.

Descriptions of medical clinics, laboratories, and methods of teaching in different parts of the world are presented in this study. The material should be of assistance to those planning improvements in buildings and methods.

RELIGION IN HIGHER EDUCATION

596. PALMER, ARCHIE M. Denominational preferences of students in small liberal-arts colleges. *Christian education*, 15: 253-61, January 1932.

A statistical study of religious preferences in 95 small colleges, 1930-31, located in 32 states and the District of Columbia. Of 34,472 enrollments, 94.3 per cent express a denominational preference. In independent colleges 94.1 per cent express preferences. Complete data of expressions are given in the article.

597. RYDER, W. S. Religion in denominational colleges. *Christian education*, 15: 247-52, January 1932.

It is the plea of this article that the religious volumes of the Christian college should permeate the whole institution.

598. SCOTT, RODERICK. The Christian colleges of China ask a question. *Christian education*, 15: 225-32, January 1932.

Sketches the Chinese background of the question: "Religion and education: do they mix or not?" Specific government regulations prohibit departments of religion in colleges in China. These colleges are built upon the American plan. The evidence submitted is followed by the conclusion that "Perhaps religion does not belong to liberal education after all."

RESEARCH

599. WHITE, NEWMAN I. Teaching versus research. *School and society*, 35: 106-13, January 23, 1932.

The antagonism between teaching and research is not a natural one. The research man needs to do some teaching to keep in contact and the teacher needs to do some research because research is constantly modifying the materials he uses.

600. WITMER, ELEANOR M. Educational research: a bibliography on

sources useful in determining research completed or under way. *Teachers college record*, 33: 335-40, January 1932.

This bibliography, prepared by the librarian of Teachers college, Columbia university, "aims to indicate the major sources for checking on [research] studies completed or under way." (1) Comprehensive bibliographies; (2) sources for determining research undertaken by individual institutions; (3) theses and dissertations; (4) abstracts and review of educational research.

SPECIAL TYPES AND INSTITUTIONS

601. ALBION, ROBERT G. Curriculum changes at Princeton. *Journal of higher education*, 3: 59-62, February 1932.

The author discusses the adjustment toward an increased flexibility of underclass program of study and closer coordination of the upper class work at Princeton. The organization of the 4-

course plan in the junior and senior years involving two departmental courses, two free elective courses and independent study under a member of a faculty is described. An outline is also given of the expansion of freshman week.

602. MIEBOW, CHARLES C. The new Colorado college plan. *Journal of higher education*, 3: 1-7, January 1932.

The new plan eliminates departments and courses that are not an integral part of a liberal-arts college and divides the liberal-arts college into four schools. The first two years, appealing to general interest in the various arts and sciences, constitute the (1) School of arts and sciences. The degree of Associate in arts is awarded for the satisfactory com-

pletion of the two years' work in this school. Upon it as a base are built the three advanced schools of (2) Letters and fine arts, (3) Social sciences, and (4) Natural sciences. The normal number of courses to be carried by a student each year in four-year courses, the standard of 120 semester credit hours is abandoned.

603. SMITH, JAMES MONBOE. The State university—a service institution. *School and society*, 35: 71-73, January 16, 1932.

The author traces the history of a state institution from early times to the present. In addition, he gives the changes in organization that have taken place and summarizes the services which a state university should render.

SPECIAL TYPES

LAND-GRANT COLLEGES

604. GARDNER, D. H. The student in the land-grant college survey. *Journal of higher education*, 3: 26-30, January 1932.

The purposes and duties involved in developing student relations and programs of student welfare in the land-grant colleges are discussed by the author.

605. MCNEELY, JOHN H. Salaries in Land-grant universities and colleges. *Washington, U. S. Government printing office*, 1931. 27 p. (Office of education, Pamphlet no. 24)

A critical and analytical analysis of the salaries paid in land-grant universities and colleges, by institutions, major divisions, departments and rank.

LIBERAL-ARTS COLLEGES

606. JOHNSON, FRANKLIN W. The liberal-arts college. *School and society*, 35: 167-70, February 6, 1932.

The liberal-arts college, founded on the aristocratic traditions of New England, now finds its complacency shaken and its independence challenged. States a purpose of the liberal arts college as the "training for enlightened and morally guided social cooperation." Gives five distinctive advantages of the liberal arts college for training toward this purpose.

607. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Thirty-first yearbook, Part II*. Changes and experiments in liberal-arts education. (Prepared by Kath-

ryn M. McHale, and others)
Edited by Guy Montrose Whipple. Bloomington, Ill., The Public school publishing company, 1932. 310 p.

Contents: (1) introduction; (2) current changes and experiments in liberal arts college; (3) one hundred twenty-eight outstanding changes and experiments; (4) the major phases of experimental change with significant illustrations; (5) college ventures in the stimulation of the intellectual life; (6) American and English college practices; (7) some notes on the technique of experimentation in a liberal college; (8) liberalizing a liberal education; (9) future possibilities in liberal arts education; some expert opinions; (10) a selected bibliography on changes and experiments in liberal arts education.

STANDARDS AND MEASUREMENTS

608. CAPEN, SAMUEL P. Principles which govern standards and accrediting practices. *North central association quarterly*, 6: 337-43, March 1932.

Two ways by which the accrediting associations enforce their edicts are through printed standards and printed lists. The surrender of the schools to the credit system is responsible for most of the evils of standardization. If standards are to be used the author suggests that educational standards should be used and not engineering standards as is now the case. He mentions the fact that universities are hedged about by half a dozen different agencies and decries the fact that

there is so little freedom left for the institution in its program of education.

609. EURICH, ALVIN C. Improvement in scholarship during the probationary period. *School and society*, 35: 123-34, January 23, 1932.

Summarizes the result of an attempt in the year 1930-1931, at the University of Minnesota, to aid probation students by means of a program involving testing, special exercises, and supervised study. It was found that students on probation had poor reading ability, that they improved during probation periods, but that the improvement could not be attributed to the program of special training.

610. WOOD, BEN D. The results of a testing program. *North central association quarterly*, 6:359-70, March 1932.

Discusses the results of tests given to

freshmen, sophomores, juniors and seniors in various colleges in the state of Pennsylvania during the years 1928 and 1930. The tests included 3,500 questions in the whole liberal-arts field and showed a range of scores from 200 up to 1050.

STUDENTS

611. BRUMBAUGH, A. J. The scope of counseling programs in colleges. *Religious education*, 27:34-37, January 1932.

The Dean of students in the college, the University of Chicago, in the first of a series of articles on "Counseling students on the college campus" proposes that the scope of a counseling program include "educational, vocational, health, financial, and the more intimate personal adjustments, such as religion, ethics, and social adjustment." He gives a summary analysis of each of these items and uses data available from several thousand students to substantiate his conclusions.

degree to which the members of the faculty have sincere and understanding interest in the student.

614. HOFFMAN, W. S. Occupations of parents of college students. *School and society*, 35:25-26, January 2, 1932.

The author has studied the occupations of the parents of students at Pennsylvania State college for four representative years. He shows that since 1927 there has been an increase in attendance of students whose parents are in nonprofessional occupations.

612. COULTER, JOHN G. A senior study-camp. *Journal of higher education*, 3:63-66, February 1932.

The author discusses the organization and handling of a senior study-camp by Wabash college at Turkey Run State park. Among the results which have come from the activities at this camp, the author notes increase of interest in school work; increase in friendships; discovery of unsuspected bases of respect; and the accomplishment of more work in a given time.

615. REEVES, ELLIS M. Which college? *Journal of higher education*, 3:67-74, February 1932.

Studies the determining factors which influence students in their choice of an institution in the University of Kentucky and seven denominational colleges with a total of 4,432 students. He finds the chief factors are: nearness of the institution, acquaintances of students, subject matter interests, parental wishes, cost, influence of friends and relatives, influence of members of the high-school faculty, and literature from the college.

613. EMME, EARLE E. Significant counseling relationships on the college campus. *Religious education*, 27:145-51, February 1932.

Four things that should make the student adjustment effective are: (1) understanding of student background; (2) the limitations and capacities of students; (3) the part the student is made to feel as his in the institution; (4) the

616. UMSTATTD, JAMES G. Student self-support at the University of Minnesota. *Minneapolis, University of Minnesota press*, 1932. 205 p.

Contains: (1) The problem of student self-support; (2) collection and treatment of the data; (3) relationship between earnings and economic needs; (4) extent and nature of self-support; (5) the effects of student self-support; (6) attitudes of students toward self-support; (7) summary and implications.

FRESHMEN

617. JONES, ADAM LEROY. Launching the freshman. *Ohio state university bulletin*, 36:241-54, September 1931.

Procedures in launching the freshman at Columbia university include: Admission records, freshman week, placement tests, achievement tests, advisement program, and orientation courses.

to have an A. B. degree in order to prepare for a profession.

619. SHUMWAY, WALDO. Freshman week at the University of Illinois. *School and society*, 35:21-23, January 2, 1932.

Mr. Shumway describes the practical handling of the large freshman class during the activities of freshman week.

618. MCKEAN, DAYTON D. What a freshman expects of a liberal education. *School and society*, 35:57-60, January 9, 1932.

Among the things that a freshman hopes to get in college are: "Knowledge of what others talk about," "knowledge for its own sake," and "contacts." Few come primarily to study. Some hope to prepay themselves to earn more money in later life and some find it necessary

620. TURNBULL, WILLIAM D. Learning to know the freshmen. *Ohio State university bulletin*, 36:248-52, September 1931.

Proceedings of the Ohio State educational conference, 1931. Procedures whereby the faculty at Ohio State university and the freshman class become acquainted are outlined by the author of this article.

TEACHERS AND TEACHING

621. WILSON, WILLIAM R. Students rating teachers. *Journal of higher education*, 3: 75-82, February 1932.

This is the description of an experiment in which the undergraduates of the

University of Washington appraised each of their classes and instructors on a rating blank containing thirty-five topics. These questions were framed to ask for the opinions or impressions of the student rather than an objective appraisal.

See also no. 492.

HIGHER EDUCATION OF WOMEN

622. YOUNG, ELIZABETH B. A study of the curricula of seven selected women's colleges of the Southern States. *New York city, Teachers college, Columbia university*, 1932. 220 p. (Contributions to education, no. 511)

Contains: Part one: Background, foundation, aims and programs of Salem, Judson, Wesleyan, Sophie Newcombe memorial, Goucher, Agnes Scott, Randolph-Macon colleges; Part two: A comparative study of modern programs; Part three: Summary.

MILITARY TRAINING

623. BISHOP, RALPH C. A study of the educational value of military instruction in universities and colleges. *Washington, U. S. Government printing office*, 1932. 24 p. (Office of education. Pamphlet no. 28)

A questionnaire study of the opinions of 10,166 graduates of 54 colleges and universities, regarding the value of military training in institutions of higher education.

THEOLOGICAL EDUCATION

624. O'BRIAN, ROBERT E. The preacher's degree. *Religious education*, 27: 66-69, January 1932.

A discussion of the value to preachers of a Ph. D. degree, of the lack of provision for granting it in theological seminaries, and of suggested and tried ways out of the difficulty.

PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander

assisted by W. B. Featherstone, F. W. Hart, Paul R. Mort, J. H. Newlon, John E. Norton, George D. Strayer

GENERAL REFERENCES

625. ALEXANDER, CARTER. The young educator and the depression. *School and society*, 35: 342-46, March 12, 1932.

Valuable and practical suggestions for young school men who wish to succeed professionally in spite of the lessened chances for advancement caused by the depression.

626. BRUBACHER, JOHN S., ed. Henry Barnard on education. *New York, N. Y., McGraw-Hill Book Co., inc.*, 1931. 298 p.

The first chapter presents a brief sketch of the life of Henry Barnard. The following nine chapters contain selections from his writings on nearly every important phase of education. Chapter X is devoted entirely to the peculiar problems of educational administration.

627. DEFFENBAUGH, WALTER S. What can the Office of education do for a superintendent? *School life*, 17: 101-2, February 1932.

Points out available services to school executives in the form of publications, answering request letters, surveys, con-

sultative service, addresses, and conferences.

628. EELLS, WALTER CROSBY. What needs to be done now in American education? *Nation's schools*, 9: 21-26, January 1932.

A challenging and well-written article presenting the combined views of the members of the faculty of the School of education of Stanford university concerning the "most important or the very important next steps in educational progress during the next decade."

629. HUNKINS, R. V. Two things wrong with the literature of public-school administration. *American school board journal*, 84: 40, 100, 102, March 1932.

Points out first, that the literature of school administration is confined almost completely to a treatment of the principles of school organization all but ignoring the principles of operative technique or managerial art; second, that the literature to-day slights the smaller school administration, in which work by far the greater number in the profession are engaged.

630. KANDEL, I. L. The new school. *Teachers college record*, 33: 505-14, March 1932.

Critical, at times faintly ironical discussion of the new school, beginning with its historical relation to other new tendencies in education and social life in the present century, and proceeding to the implied conclusion of certain major inadequacies. Chief among these is the failure to evolve a social philosophy or to produce socialized individuals. Superior thinking about current practices.

631. MOEHLMAN, ARTHUR B. Is it possible to maintain present educational standards? *Nation's schools*, 9: 21-24, March 1932.

A conservative yet optimistic and constructive consideration of the present and probable future effects of the economic depression from the standpoint of education.

632. O'SHEA, M. V. Education in the balance. *Nation's schools*, 8: 21-24, December 1931.

An examination of the bases of charges that the schools have failed to instill in pupils a desire for social service; that education is becoming too materialistic; and that education is responsible for the increase of crime in the United States. Shows that many charges are untrue and that many others are due to fundamental problems of our social order that can not be controlled by education alone.

633. STREBEL, RALPH F. Education: a profession for men. *Journal of the National education association*, 21: 55-56, February 1932.

Points out that education needs and offers bright prospects for capable young men who desire to devote their lives to significant service to society.

ATTENDANCE

634. School attendance, 1920-1930. *School life*, 17: 94-95, January 1932.

Comparative statistics for all states.

AWARDS

635. BLOM, EDWARD C. Correlating business activities of newspaper boys with school work. *School executives magazine*, 51: 251-53, 278, February 1932.

A project to improve scholarship ratings by offering monetary awards and scholarships.

BUSINESS ADMINISTRATION

GENERAL

636. KEYWORTH, M. R. Legal aspects for the records of proceedings of Boards of education. *Milwaukee, Wis., The Bruce Publishing Company*, 1931. 172 p.

Discussion of the sources and limits of the power of the Board to pass resolutions; the procedures to be followed which give legality to the form of the resolutions as well as to their substance; and the requisite legal observance to be made in recording resolutions and proceedings in order that the records of the Board may be complete and legal.

637. LINN, H. H. Bonding school officials. *American school board journal*, 83: 31-32, December 1931; 84: 37-38, 92, February 1932.

The first article analyzes the bonding of school officials with special reference to weaknesses and limitations in the law, types of bonds, broad liability under law, personal versus corporate surety bonds, and presents authoritative opinion regarding the use of personal bonds; the second gives a rather technical treatment with special reference to legal aspects, including approval of bonds, liability limitation and termination, receipts versus expenditures, etc.

638. The minutes of a Board of education. *American school board journal*, 84: 62, 65, March 1932.

A review of a recent book by George W. Grill, "The minutes of a board of

education." Is concerned with the mechanics of the minutes, subject matter considered in meetings, procedures, and presents typical cases in illustration. Published by the Bruce Publishing Company, New York, Milwaukee, and Chicago.

639. PETERSON, J. A. Should a bank cashier act as a school treasurer? *American school board journal*, 83: 24, 90, December 1931.

Relates the interesting and unfortunate experiences of a school district in failing to properly safeguard its funds.

640. QUENELLE, BERTRAM P. How to protect school funds. *School executives magazine*, 51: 302-5, March 1932.

Significant critical evaluation of current practices in bonding school officials and the selection of reliable depositories for school funds. Pertinent statistics on bank failures and operations.

641. WELTZIN, FREDERICK. The new tendency in the tort liability of school districts. *American school board journal*, 84: 52-53, March 1932.

The author draws a fine distinction between the recognized liability of a school district when acting as a corporation, and the district's nonliability when acting as a governmental unit.

CITY SCHOOL ADMINISTRATION

642. HAYCOCK, ROBERT L. The capital's unique school system. *School life*, 17: 103-4, February 1932.
Unusual features of the organization and operation of the public-school system of the District of Columbia.
643. Improved administrative policies for Youngstown, Ohio. *American school board journal*, 84: 78, 80, March 1932.
644. Sixty-eight high spots of Chicago schools. *Journal of education*, 114: 395-98, December 7, 1931.
Numerous short articles by various members of the school staff describing specific phases of the educational program in Chicago.

BUILDINGS

CODES

645. MCGOWAN, H. M. An analysis of state school-building codes. *Educational research bulletin* (Ohio State university), 10: 458-61, November 25, 1931; 11: 10-14, January 6, 1932.
Reports the requirements on: site, approval of plans, heating, ventilating, lighting, toilets, water supply, corridors, orientation of building, type of construction, and construction materials, light courts, fire prevention, and means of egress.

CONSTRUCTION

646. BARKER, HOWARD. Efficiency distinguishes Salt Lake City's new high school. *American school board journal*, 84: 41-43, 95-96, March 1932.
A general description of a large city high school, with special reference to important structural features and certain facilities.
647. BETELLE, JAMES O. Ways and means of increasing school facilities in times of business depression. *American school board journal*, 84: 29-31, 68, January 1932.
Discusses increased utilization of existing plant, minor changes and alterations, additions, and new construction.
648. BYRNE, LEE. Check list materials for public-school building specifications covering the general specifications. *New York, N. Y., Teachers college, Columbia university*, 1931. 196 p.
This extensive list is of practical value in school building construction to the architect as well as the school executive.
649. CALKINS, J. T. P. One-story schools in a village program of education. *American school board journal*, 84: 46-48, January 1932.
A brief discussion of the planning of a group of one-story buildings. Location, design, and purpose are considered; plans and illustrations given.
650. CHALLMAN, SAMUEL A. Two functionally-planned elementary schools. *American school board journal*, 84: 43-45, 105-106, January 1932.
The text explains with the aid of plans how the objectives of adaptability to the educational program, adequate light, sanitation, ventilation, and safeguarding human life have been met in the elementary schools of Detroit, Michigan, and Minneapolis, Minnesota.
651. COOK, FREDERICK. Planning a preparatory school in the midst of a great city. *Nation's schools*, 9: 31-38, March 1932.
A building project involving the solution of problems concerning zoning ordinances and fire and building regulations. Design and construction materials given in detail, with plans and illustrations.
652. HAMILTON, JOHN LEONARD. The high school of the hill town—a test in planning. *Nation's schools*, 9: 69-73, February 1932.
The selection, grading, and transforming, of the uneven school site. Plot plans with contour lines indicate how solutions were made in the projects discussed in the text.
653. JAY, JOHN A. Integration of educational and architectural planning illustrated. *American school board journal*, 84: 36-39, 102, January 1932.
Detailed account of the planning and erection of a modern junior high school describing materials of finish and construction, and discussing the location and arrangement of units.
654. LEHRBACK, HENRY G. Economy in the planning and construction of school buildings. *American school board journal*, 84: 49, 106, 108, 110, January 1932.
An architect sets forth certain economies which may be effected by careful

inspection of the innumerable details that go to make up a complete design.

655. LINDAHL, R. L. Solving common acoustical problems of schools. *American school board journal*, 84: 50-51, 85-86, January 1932.
A scientific discussion of the factors involved in securing good acoustics in music rooms, gymnasiums, swimming pools, and auditoriums, with diagrams and illustrations.
656. A modern consolidated school on the open prairie. *Nation's schools*, 9: 35-39, February 1932.
The educational planning of the school at Ovid, Colorado, by T. H. Buell and company. Blending the building into its setting and providing for future additions were problems discussed.
657. ROBB, J. M. School ventilation: principles and practices. *American school board journal*, 83: 94, 96, 99, January 1932.
Discusses and reviews the final conclusions of the New York Commission on ventilation.
658. ROBERTS, H. C. Making new school buildings out of old. *American school board journal*, 84: 55-58, 110, January 1932.
Significant methods in economizing on construction by rehabilitating old buildings. Discusses problem of altering and modernizing these structures so as to preserve them for years of future service.
659. ROUNDTREE, RICHARD J. Analyzing the uses of quieting materials in schools. *Nation's schools*, 9: 55-60, January 1932.
- Evaluates the use of tiles and plaster as sound-absorbing materials in lunch-rooms, auditoriums, music rooms, gymnasiums, and other rooms.
660. A school that fits naturally into a community of beautiful homes. *Nation's schools*, 9: 35-39, January 1932.
A text description and plans and illustrations of a school building designed by James H. Ritchie and associates, the style of architecture in keeping with the surrounding architectural atmosphere.
661. SHIGLEY, ARTHUR R. A school-building unit and how it simplifies construction. *Nation's schools*, 9: 61-68, February 1932.
Explains how organized and systematic methods of assembling the various structural elements may become definite and material factors in lowering construction costs.
662. Simplicity and compactness feature the architectural plan. *Nation's schools*, 8: 40-42, December 1931.
Describes the functional planning of a modern junior high school, by R. C. Wetzel and Company. Includes a treatment on acoustical problems, floor coverings, and heating system.
663. SMITH, ANNETTE. Cleveland's board-of-education building. *American school board journal*, 83: 62, January 1932.
Plans and illustrations of one of the country's most significant school administration buildings.
See also no. 271.

EQUIPMENT AND SUPPLIES

664. BRIGGS, HOWARD L. Choosing and placing the school's cafeteria equipment. *Nation's schools*, 9: 61-68, February 1932.
Evaluates all the details of planning and equipping the school lunchroom and kitchen. Special emphasis is placed upon relating the physical provisions to the service anticipated.
665. KEFAUVER, GRAYSON N. Effectiveness of sound-distribution systems. *School executives magazine*, 51: 295-96, 325, March 1932.
Reports the opinions of forty school administrators on the effectiveness of sound-distribution systems as used by them. Canvass indicates general satisfaction.
666. MATIEN, JOHN MATHIASON. Codification of expenditures for school supplies. *Educational research record (University of Nebraska)*, 4: 1-4, October 1931.
Summary of an unpublished study which "will ultimately be a part of a financial accounting handbook for superintendents of schools in Nebraska."
667. MORGAN, JOY ELMER. Present status of education by radio. *Bulletin of the Department of elementary school principals*, 11: 71-75, January 1932.
Basic considerations which should chart our course for the increasing development of education by radio.
668. SOOTT, CECIL W. Effective telephone equipment for public schools. *School executives magazine*, 51: 220-21, January 1932.
An analysis of various types of telephone service equipment of the school, including standard requirements and pertinent suggestions.
669. SOPER, WAYNE. Radio in the rural schools. *School executives magazine*, 51: 210-11, 225-26, 231, January 1932.
Discusses what rural schools need most: radio, the assistant supervisor and teacher; and an English experiment in radio.

FINANCE

670. EVANS, FRANK O. The building program of the Los Angeles school district. *American school board journal*, 84: 43-45, February 1932.
- A survey of building needs provides the basis for a bond issue amounting to \$12,720,000. Allocation of funds to the various organization units of the system.
671. HOLY, T. C. Junior and senior high school growth and its effect on housing requirements. *American school board journal*, 84: 32, 100, January 1932.
- The numerical growth of attendance in the public schools, with special emphasis upon the accompanying trends in school organization and curriculum offerings. Significant cost figures to indicate the increasing expenditures necessary to adapt the physical plant to the expanding educational program.
672. MOEHLMAN, ARTHUR B. Methods that may be employed in financing new buildings. *Nation's schools*, 9: 74-77, January 1932.
- The advantages and disadvantages of the following three plans are set forth: Pay in advance, pay-as-you-go, and the credit plan.
673. MURRAY, GEORGE STEPHEN. Accounting for depreciation of school buildings. Masters thesis, 1930. *New York university, New York, N. Y.* 80 p. ms.
- "A mimeographed bulletin setting forth the problem and its importance, commercial and municipal depreciation practices, the depreciation of school buildings, principles of depreciation, the technique for computing depreciation allowance, and conclusions."
674. SMITH, JAMES H. Legal limitations on bonds and taxation for public school buildings. *New York, N. Y., Teachers college, Columbia university*, 1931. 117 p.
- Presents data relating to the various legal limitations in the forty-eight states. Also, factors affecting the development of school-building programs, the limitations of school indebtedness reduced to a common denominator, and a summary chapter.
675. SORENSEN, R. R. How the Tracy school district financed a building program. *American school board journal*, 84: 49, March 1932.
- The experience of a small school district in creating a building fund over a period of years to supplement a bond issue.
676. WOOD, FRANK H. Can school-building costs be lowered without lowering standards? *American school board journal*, 84: 49-50, February 1932.
- Lower building costs can be attained only through the most careful planning and supervision by competent architects and consultants. Suggests solving the problem by increased utilization of existing facilities.
677. WOODWARD, HARRY R. Should depreciation be accounted for in public school buildings? *School and society*, 34: 870-73, December 26, 1931.
- A philosophical discussion. In some states school boards are forbidden by law to set up reserves for depreciation over a long period of time.

MAINTENANCE AND OPERATION

678. BRIGGS, HOWARD L. The business of running a modern school lunch room. *Nation's schools*, 8: 60-64, December 1931.
- The advantages and disadvantages of centralized administration, the organization of the food department, and the system now in use in various schools.
679. ——— Sound financing—the corner stone of the lunchroom's success. *Nation's schools*, 9: 59-65, March 1932.
- Describes in detail the forms used, the techniques employed, and the procedures followed in the financial operation of the lunchrooms in the Cleveland, Ohio, school system.
680. BURKE, T. A. What would fire mean to your school? *School executives magazine*, 51: 256-57, 280, February 1932.
- Statistics on financial losses due to school fires, and the causes of these fires. Preventative measures and controls given.
681. GREEN, RHUE E. The high-school cafeteria. *American school board journal*, 83: 67, January 1932. tables.
- Investigates 139 of the largest high schools of twenty North Central states to determine the status of the cafeteria. Includes a discussion of the rooms included, arrangement of rooms, equipment provided, and policies of administration.
682. Janitorial man-power in a high-school building. *American school board journal*, 83: 56, December 1931.
- Presents tables showing the numerous types of jobs that are required of school janitors and a reasonable time allotment for each job in terms of units of work.
683. MORTON, W. H. School-property insurance. *School executives magazine*, 51: 305-6, March 1932. tables, diagrs.
- Emphasizes the co-insurance plan with suggestions for economy, appraisal, depreciation, reduction in rates, length of term of policy, and type of policy.

684. NORMILE, LUCY. High-school cafeteria service. *School executives magazine*, 51: 299-301, 328, March 1932.

A short history followed by a complete description of the operation of the cafeteria service in Rockford, Illinois. Includes administration, lines of responsibility, personnel, records and reports, and equipment and supplies.

685. SMITH, V. T. A summary of published opinion on school ventilation. *American school board journal*, 84: 92, March 1932.

Reviews of significant articles on ventilation.

686. STRAYER, GEORGE D.; ENGELHARDT, N. L.; and MORT, PAUL R. Tentative standards for school-locker administration. *School executives magazine*, 51: 147-49, 179-80, December 1931.

Deals with the purposes for lockers and the types required, the locking devices used, and the administration and supervision of this equipment.

PLANNING

687. BROOKS, W. G. Burlington building program includes junior high school organization. *American school board journal*, 84: 40-42, 105, January 1932.

Sets forth the main steps in a building program begun with a survey in 1922 and completed in 1930. The plans for the junior high schools show significant trends in the adaptation of the physical plant to the needs of pupils of junior high school age.

688. MOEHLMAN, ARTHUR B. Presenting the completed program to the Board. *Nation's schools*, 9: 76-79, March 1932.

Explains and evaluates different methods employed in presenting a school plant program to the Board of education. Many local factors, the composition of the

board, and the nature of the program are considered in the selection of a plan for presenting the program.

689. ———. An unusual school in an unusual community. *Nation's schools*, 8: 33-40, December 1931.

A complete description of a modern junior high school, including a detailed step-by-step account of the development of the plans.

690. SHIRLEY, WILLIAM F. Successful use proves school-building value. *American school board journal*, 84: 52-54, 90, January 1932.

Describes the various units and provisions of a combined junior-college and senior high school building. Plans and illustrations given.

See also no. 449.

CLASSIFICATION AND PROGRESS

HOMOGENEOUS GROUPING

- 690A. ZACHEY, CAROLINE B. Personality adjustment of the superior child. *Journal of the National education association*, 21: 89-90, March 1932.

In this article are implicit warnings of danger to the superior child of homogeneous grouping too narrowly conceived.

See also no. 75.

INDIVIDUAL INSTRUCTION

691. GAUMNITZ, WALTER H. Ohio's tutorial plan. *School life*, 17: 98, January 1932.

Brief discussion of efforts being made in Ohio to supply correspondence instruction to high-school pupils in rural areas.

692. TRANEZ, F. W. Individualizing instruction in the one-teacher school. *Nation's schools*, 9: 61-63, January 1932.

Recommends individualized instruction materials for the "facts and processes which have been traditionally set up on the minimum essentials to be mastered" so that the "teacher will be free to develop group activities for their own sakes."

and need not be burdened by the requirements of proving that definite items are being learned."

693. The unit method as a means for individualizing learning activities. Ed. by W. R. Smithey. *Charlottesville, University of Virginia*, 1931. 54 p. (University of Virginia record, Extension series, vol. xvi, no. 5, November 1931)

Eight papers on the unit method in relation to individual instruction. Presented, as the Proceedings of the Conference of the Virginia committee for research in secondary education.

SPECIAL CLASSES

694. GRAY, HOWARD A. and HOLLINGWORTH, LETA S. The achievement of gifted children enrolled and not enrolled in special op-

ment of gifted children enrolled and not enrolled in special op-

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portunity classes. *Journal of educational research*, 24: 255-61, November 1931.

A report of experimental study carried on in New York city. Concludes that the advantages of segregation lie not in superior achievement in so-called tool subjects, but rather in an enrichment of educational experience.

695. McCLUSKY, HOWARD Y. The education of the gifted child. *University of Michigan School of education bulletin*, 3: 70-72, February 1932.

Raises question as to whether advocates of special education for the gifted child are not preaching dangerous social doctrine.

696. ODELL, CHARLES W. Provisions for mentally atypical pupils. *Urbana, University of Illinois*, 1931. 73 p. (Bureau of educational research, College of education, University of Illinois. Bulletin no. 59)

A survey of provisions commonly made in Illinois schools for pupils who deviate

mentally from the average, covering special classes, opportunity rooms, homogeneous grouping and the like. Description better than recommendations for appropriate provisions; and rejoinder to current criticisms of homogeneous grouping.

697. SCHEIDTMANN, NORMA V. The psychology of exceptional children. *New York, Houghton Mifflin company*, 1931. 520 p.

This book is a comprehensive study of the psychology of all kinds of exceptional children, based chiefly on studies already available. Chiefly useful as a textbook. Certain aspects of the psychology of exceptional children are treated in the book more adequately than in any other general textbook.

698. WITTY, PAUL A. and BEAMAN, FLORENCE N. Practices in special classes. *Educational trends*, 1: 4-15, January 1932.

Report of a survey of practice in 588 special classes in 30 cities. Methods of diagnosis and assignment, curriculum organization, types of activities and the like. A significant study for those interested in this field.

*See also no. 157.

CURRICULUM.

699. JUDD, CHARLES H. Teaching Government in public schools. *School and society*, 35: 104-8, January 23, 1932.

Crystal clear discussion of what is involved in teaching government to children. An excellent argument for the audience addressed, the American political science association, giving an idea of good pedagogy for the subject matter in which the audience is presumably interested.

700. Organization for Virginia state curriculum program. *Richmond, Virginia State board of education*, 1932. 26 p. (Bulletin, vol. 14, March 1932)

This bulletin outlines the purposes of the state curriculum program, sets forth the relationships between the state and local divisions of the organization effected, and explains the administrative organization. Emphasis on the duties of the individuals and committees in charge.

701. ROSECRANCE, FRANCIS C. Character building, a community enterprise. *Journal of the National education association*, 21: 51-53, February 1932.

Interesting account of the program of educative recreation carried on by the municipal authorities of Milwaukee and reaching an attendance of more than a million and a quarter. Important factors seem to be the quality of leadership, good records, and real enjoyment.

702. SANGUINET, EDWIN H. How the curriculum problem is being attacked in the Philippines. *Edu-*

cational administration and supervision, 17: 665-74, December 1931.

Detailed description of analytical practices and division of specific labors in curriculum improvement. Suggestive of good organizing in this field. Shows influence of activity analysis movement and illustrates good features of this type of attack.

703. SHERBON, FLORENCE BROWN and FERRIS, EMILY. The experience and opinions of 350 married women graduates of the University of Kansas, with reference to the university curriculum and problems of the American home. *In Kansas studies in education*, II, June 1931. p. 6-7. [Lawrence, University of Kansas, 1931]

Presents an analysis of the vocational activity of this group of married women before and after marriage.

704. SHOUSE, J. B. A possible effect of prescribing subject combinations for teachers. *Educational administration and supervision*, 18: 183-84, February 1932.

An evaluation of the West Virginia plan of prescribing subject combinations, known as first and second teaching fields for secondary school teachers. This is from the standpoint of average grades made in first, second, and nonteaching fields by thirty-five seniors at Marshall college.

See also no. 515.

FINANCE

GENERAL

705. American foundations and their fields. 1931. New York, N. Y., *Twentieth century fund, inc.*, 1931. 29 p.
- The work of 122 foundations during their last fiscal year, their financial status and fields of interest.
706. HENRY, NELSON B. Financial support and administration of the Chicago public schools. *Elementary school journal*, 32: 495-503, March 1932.
- Description of the factors underlying this problem and an analysis of changes needed in the finance system and the administrative practices.
707. NANNINGA, S. P. Costs and offerings of California high schools in relation to size. *Journal of educational research*, 24: 356-64, December 1931.
- A statistical study of four-year high schools with enrollments under 1,400 to determine the influence of size on the cost per pupil and the curricular and extracurricular offerings. Summary and conclusions.
708. NEW JERSEY. Commission to investigate county and municipal taxation and expenditures. The revenue system of New Jersey. Trenton, N. J., *The Commission*, 1931. 276 p. (Report no. 6)
- Suggestions for the revision of the New Jersey revenue system based on presented statistics relative to the yield of different forms of revenue and a description and criticism of these various forms.
709. PHILLIPS, FRANK M. Educational rank of the states, 1930. *American school board journal*, 84: 25-29; 37-39; 29-30; February-March-April, 1932.
- To be continued.
- A comprehensive survey of all the states to determine by raw data and indices their relative educational rank on various items. Study based on data concerning numerous types of school costs and expenditures, population, wealth, illiteracy, school attendance, and length of school terms. Continues the author's previous index presentations.
710. STRAYER, GEORGE DRAYTON. Adequate support of education in the condition of an effective service. *School and society*, 35: 373-76, March 19, 1932.
- A plea for adequate support of our schools and the improvement of educational services.
711. Ten facts on financing public education. *Journal of the National education association*, 21: 26, January 1932.
- Useful data on school costs, taxes, teachers' salaries, and some accomplishments of American education, in 1928.

ECONOMIES

712. BRIGGS, THOMAS H. Cooperating in economy. *School and society*, 34: 718-24, November 28, 1931.
- Indicates how the professional educator can serve in this crisis to avert false economies. Five definite plans point out ways of cooperating in economy. Advocates popularizing a program for a better type of education and justifying before the public the necessary expenditures for what is of most worth.
713. ENGELHARDT, FRED. The schools during economic depression. *American school board journal*, 83: 25-27, December 1931.
- Indicates the fallacies underlying the common attacks on the schools and those issues which must be clearly understood and intelligently defended. The average citizen and school board member does not know the relative value of the school services, but is more interested in times of crisis than ever before.
714. GOODRICH, T. V. How 185 superintendents reduced school costs. *School executives magazine*, 51: 243-45, 270, February 1932.
- A questionnaire report of recent school economies which, it is claimed, do not greatly sacrifice educational values.
715. MILLER, H. J. The problem of reducing school costs. *American school board journal*, 83: 33-34, December 1931.
- A layman defends the thesis that increased enrollments and increased cost of commodities for schools do not any longer affect the cost of education. Our schools seemingly have been laboratories experimenting with teaching techniques, class size, and the curriculum. The public needs to be more intelligently informed of these changes.
716. O'SHEA, M. V. Can we save in education without harming the schools? *Nation's schools*, 9: 33-34, February 1932.
- If economies must be made, certain phases of the educational program, including length of school term, must not be curtailed, lest we revert to practices of earlier decades and nullify the work of many years past.
717. SCOTT, CECIL W. Economies in public-school expenditures for instruction. *American school board journal*, 84: 39-40; 50-51, February-March 1932.
- Canvasses opinions of administrators and supervisors regarding instructional economy practices, and assembles im-

portant possible methods of reducing the cost of the instructional program.

718. SHEFFER, W. E. Possible economies in school administration. *American school board journal*, 84: 30-31, 90, February 1932.

Analyzes five types of financial activities for possible economies that have little effect on the quality and quantity of education provided. A comprehensive check list is compiled to assist school administrators in detecting possible economies.

STATE SUPPORT

719. ALLEN, A. T. North Carolina's school-tax revolution. *School life*, 17: 85-86, January 1932.

Issues affecting North Carolina's plan for complete State support for the six months school terms required by State constitution.

720. HORSTICK, SIMON MOTTER. A study of sources of revenue for public education in New Jersey. Doctor's thesis, 1931. *Philadelphia, University of Pennsylvania*, 1931. 140 p.

"Contains: a statement of the problem; wealth, duty, and effort; the economic factors as bases of taxation; the suggested plan of taxation, and an appendix."

721. JOH, L. B. Discarding the dead-wood of tradition. *School executives magazine*, 51: 198-200, 228, January 1932.

A discussion of how the principle of equalization of educational opportunity and educational support may be developed and brought into effect.

722. LLOYD, JOHN H. Notable recent experiments in education in the 48 states. *School life*, 17: 66-68, December 1931.

Indicates, by states, a wide variety of recent educational activities, experiments, and plans for school support.

723. MORT, PAUL R.; SIMPSON, ALFRED D.; LAWLER, EUGENE S.; and ESSEX, DON L. State support for public schools in New York as related to tax relief and educational expansion. A report to the New York state commission for the revision of the tax laws. *Albany, New York state commission for the revision of the tax laws*, 1932, 81 p. (Memorandum number two)

A valuable study in educational finance of the relation between local and state support for education in New York from 1923 to 1930. Attempts to ascertain to what extent the new state aid since 1923 has contributed to educational expansion and to tax relief.

LEGISLATION

724. ALEXANDER, CARTER. Can a school executive afford to ignore the law? *Nation's schools*, 9: 29-30, March 1932.

A practical view of an ethical and legal issue frequently met by school executives, illustrated by a specific case.

725. FULLER, E. EDGAR. The law governing special assessment of school property for local improvements. *Elementary school journal*, 32: 531-41, March 1932.

The majority of the United States courts hold that "... public school property which is actually being used for school purposes can not be assessed for local improvements."

726. LIDE, EDWIN S. Constitutional basis of public school education. *Washington, U. S. Government printing office*, 1931. 11 p. (Of-

fice of education. Leaflet no. 40, July 1931)

Trends in the number and types of constitutional provisions relating to education.

727. MATZEN, JOHN M. State constitutional provisions for education: Fundamental attitude of the American people regarding education as revealed by state constitutional provisions, 1776-1929. Doctor's thesis. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 160 p. (Contributions to education, no. 462)

A doctor's dissertation which shows the state constitutional development of American education along important lines from 1776 to 1929; indicates trends of this development and their significance; critically examines constitutional provisions, and makes suggestions for their improvement.

NATIONAL ASPECTS

728. COOPER, WILLIAM JOHN. The National advisory committee and the Office of education. *School and society*, 35: 339-42, March 12, 1932.

Consideration of the seven important relationships of the Federal government

to education presented in the report of the National advisory committee on education.

729. HUTCHINS, ROBERT M. Education as a national enterprise. *School and society*, 35: 371-73, March 19, 1932.

Strong argument in support of the thesis that the greatest benefit is to be derived from our educational system by giving each level or stage of the system complete freedom to work out its own program.

730. JUDD, CHARLES H. What should the Federal government do for

American education? *School life*, 17: 51, 55, November 1931.

Implication and meaning of the term "research" as a major function of federal educational agencies as proposed by the National advisory committee on education.

ORGANIZATION

731. HARRINGTON, H. L. A score card for school organization. *University of Michigan School of education bulletin*, 3: 59-60, January 1932.

Review of an unpublished dissertation at the University of Michigan. This score card has to do with junior high schools.

732. LANE, ELIAS N. The all-year school—its origin and development. *Nation's schools*, 9: 49-52, March 1932.

Historical résumé, giving reasons for and against the lengthening of the school term.

PRINCIPALSHIP

733. BRADY, WILLIAM. Superintendents look at the principalship. *Bulletin of the Department of elementary school principals*, 11: 88-94, January 1932.

Questionnaire study on what superintendents of schools in cities of about 100,000 population consider important standards when appointing persons to the elementary school principalship.

734. JOHNSTONE, H. C. The key-position of an elementary school principal. *School executives magazine*, 51: 254-55, February 1932.

A discussion of rating principals, and the principal as an efficiency expert.

735. PUGSLEY, C. A. The principal's part in promoting a progressive education program. *School executives magazine*, 51: 204-6, 234-35, January 1932.

Contains: Need for an adequate philosophy, practices of the new school, understanding new techniques, evaluating the schools' organization, and adopting the curriculum.

736. UNDERHILL, RALPH I. Earmarks of a good principal. *School executives magazine*, 51: 156-58, 180, December 1931.

Discusses personal traits, relations with teachers, handicaps of a principal. See also no. 147.

PUBLIC RELATIONS

737. CLARK, ZENAS READ. The recognition of merit in superintendents' reports to the public. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 124 p. (Contributions to education, no. 471)

Discovers the elements necessary to make the superintendent's report to the public an interesting and attention-retaining document in the educational interpretative plans, and to indicate ways and means whereby these reports can become an effective instrument conveying vital information about the schools. The 95 reports studied are recent and representative and include all types of superintendents' reports to the public. Bibliography.

738. CONNER, JAY D. An informed public, the best guarantee of the school. *School executives magazine*, 51: 212, January 1932.

Summarizes frequently-used ways of disseminating information, and outlines a plan for improving the bulletins sent out by the principal of each school.

739. LOVEJOY, PHILIP C. How graphs clarify statistics for the lay-

man. *Nation's schools*, 8: 74, 76, 78, 80, December 1931.

Rules and illustrations of effective graphic presentations.

740. MOEHLMAN, ARTHUR B. How the plan can best be presented to the Board and the community. *Nation's schools*, 9: 70-82, February 1932.

Eight definite steps in the development of a public relations program in a building project. The steps include the sociological survey, the formulation of policies, the education of the board, the adoption of the policies, establishing the confidence of the public, and developing further methods of procedure.

741. ——— Interpreting the secondary school to its community. *Nation's schools*, 9: 51-54, January 1932.

Emphasizes the importance to the secondary-school principal who plans a public relations program, of considering the economic, social, and ethical factors that influence his school.

See also no. 175.

REPORT CARDS

742. FOWLKES, JOHN GUY. The report card—its rôle in school administration. *Nation's schools*, 8: 56, 180, December 1931.

Types and uses of report cards based primarily on a recent study of child-accounting practices in Wisconsin.

743. HANSEN, ROWNA. Report cards for kindergarten and elemen-

tary grades. *Washington, United States Government printing office*, 1932. 24 p. (Office of education. Leaflet no. 41)

A very good study of the type of report cards necessary for adequate interpretation of modern tendencies in education. Gives numerous illustrations. Emphasizes the need of mutual reporting between home and school.

RESEARCH BUREAUS

744. BROWN, PRENTISS. Is research a fad? *School executives magazine*, 51: 222-24, January 1932.

Makes a strong defense for intelligence and standard tests, research, and the importance of reorganizing the curricula. Answers a previous article against certain "frills and fads."

745. HERBST, R. L. The functions of bureaus of research. *Journal of educational research*, 24: 372-76, December 1931.

A study to determine what the bureau now is, and what the bureau should do and be in cities of 100,000 population or less. The functions of the bureau are ranked in importance. General summary given.

746. KEMMERER, W. W. Does research bring disrespect? *School executives magazine*, 51: 258-59, February 1932.

Fads and frills in relation to the research problem. Treatment of research as a basis for answering specific questions.

RURAL ADMINISTRATION

747. ANDERSON, C. J. and SIMPSON, I. JEWELL. The supervision of rural schools. *New York, N. Y., D. Appleton & Company*, 1932. 468 p.

A complete, organized treatment of rural supervision in one volume. The fundamental principles of all supervision are applied to the special conditions and problems of rural schools.

748. ANDERSON, J. T. The need for rural leadership. *Journal of the National education association*, 21: 23-24, January 1932.

Discusses the discovery, training, and characteristics of desirable rural leadership.

749. BOLTON, FREDERICK E. Is the county unit necessary for effective rural school development? *School and society*, 35: 237-43, February 20, 1932.

Presents an analysis of statistics from the standpoint of six criteria of school success of ten county-unit states and ten other states still under district organization. Proposes legislation which aims to modify rather than reorganize the present district system of organization.

750. CYR, FRANK W. The educational responsibility of a city to surrounding rural areas. *Teachers*

college record, 33: 341-46, January 1932.

Presents some findings of a recent study of a large Southern city from the standpoint of the educational relationships of surrounding rural areas, and suggestions for integrating rural and urban educational programs.

751. DUNN, FANNIE W. Experimentation in organization and teaching in one-teacher schools. *Teachers college record*, 33: 494-504, March 1932.

Reports the results of a ten-year experimental program conducted with the aim of developing an improved plan of organization for one-teacher schools.

752. A "forward Wisconsin" country school. *American school board journal*, 83: 87, January 1932.

An unusual type of service furnished by the State Department to rural districts in the planning of rural schools.

753. HOWARD, HOMER H. Mapping out a small school activities program. *Nation's schools*, 8: 65-69, December 1931.

Describes by grades the educational program in a small rural school in Kentucky which attempts to base its program on its immediate surroundings and to provide activities similar to those outside the classroom.

STATE SCHOOL ADMINISTRATION

754. HUMKE, HOMER L. Some observations on State boards of education. *American school board journal*, 84: 51-52, 95, February 1932.

An analysis of the power, duties, and composition of State boards of education.

SUPERINTENDENCY

755. ANDERSON, EARL W. Choosing a superintendent. *American school board journal*, 84: 33-34, March 1932.
Excellent suggested procedure for boards of education to follow in the selection of a superintendent of schools.
756. BUCHHOLZ, H. E. Democracy, the public schools, and the Department of superintendence. *Educational administration and supervision*, 18: 81-90, February 1932.
A severe editorial criticism of alleged policies and practices of the Journal of the National education association and of salaried employees of the Association. These are in the judgment of the writer designed to hamper or prevent the exercise of democratic control by duly elected officers and committees.
757. BURR, SAMUEL ENGLE. Outlining the superintendent's job. *School executives magazine*, 51: 195-97, 230, January 1932.
Classifies the work of the superintendent of schools under eight sub-heads and presents a general discussion of each.
758. GARDNER, J. PAUL. Cooperation for administrative efficiency. *American school board journal*, 84: 33-34, 92, February 1932.
- An analysis of the optional distribution of powers and duties between the board of education and the superintendent of schools.
759. HENZLIK, F. E. The small-town superintendency as a future career. *School executives magazine*, 51: 154-55, 178, December 1931.
A discussion of the small-town superintendency as a career. Concludes that the outlook has a tendency to become brighter.
760. MURPHY, ASAEL B. Training the city superintendent. *School executives magazine*, 51: 291-93, March 1932.
A presentation of what the author believes to be the basic elements or fundamentals in a professional training program for school administrators.
761. NOBLE, STUART G. Early school superintendents in New Orleans. *Journal of educational research*, 24: 274-79, November 1931.
Presents historical data to support the writer's contention that New Orleans, La., was the first city in the United States to establish the superintendency. Earliest record dates back to a contract made in 1771 between Charles III of Spain and Don Manuel Andres Lopez de Armento.

SUPERVISION

762. ALBERTY, H. B. and THAYER, V. T. Supervision in the secondary school. *New York, N. Y., D. C. Heath and Company*, 1931. 472 p.
"Is an attempt to formulate, interpret, and apply to the problem of secondary school supervision a democratic philosophy of education . . . The primary task of supervision . . . is that of encouraging and assisting his teachers to organize the details of teaching in harmony with the larger purposes of the secondary school." Discussion of scientific and objective supervision.
763. COCKING, WALTER D. The need of a rifle in supervision. *School executives magazine*, 51: 294, 325, March 1932.
The scientific method used for selecting "means," to secure particular "ends."
764. COURTIS, STUART A. Exercising creative leadership—the school head's job. *Nation's schools*, 9: 21-24, February 1932.
Defines and points the way to the attainment of the ideal principal who is a creative supervisor and administrator.
765. GIST, ARTHUR S. Programming supervision. *School executives magazine*, 51: 150, December 1931.
Emphasizing the careful budgeting of time in the supervisory program.
766. HAHN, JULIA LETHELD. A critical evaluation of a supervisory program in kindergarten-primary grades. *New York, N. Y., Teachers college, Columbia university*, 1931. 148 p.
Includes historical sketch for the United States; significant changes involved in the reorganization of the kindergarten-primary grades of the San Francisco schools over a six year period; and evidences of desirable outcomes.
767. KOCH, HARLAN C. The high-school principal in the role of supervisor. *American school board journal*, 84: 29-31, 100, March 1932.
Discussion of what teachers want to know, problems submitted to the principal, what brings principals and teachers together, the principalship as a professional goal, and winning the teacher's confidence.
768. LONGSHORE, WILLIAM T. and Cramer, Roscoe V. Evaluating the supervision of the elementary principal. *School executives magazine*, 51: 201-3, 230, January 1932.
Discussion of: (a) A more active participation of teachers in a supervisory program. (b) The acceptance of supervisory problems by teachers, as their own problems, and vice versa.

769. MCGINNIS, W. C. Is supervisory practice handicapped? *School executives magazine*, 51: 245-48, February 1932.

Discussion of personal and subjective supervision. Also the necessity for applying common sense to this important phase of instruction.

770. NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. The evaluation of supervision. *New York, N. Y., Teachers college, Columbia university*, 1931. 181 p.

The values to be derived from supervisory activities and the methods of evaluating the effects of such activities. Represents group thinking rather than the thinking of an individual member preparing a given chapter. In part theoretical, in part a summarization of published investigations, and activities undertaken by the members of the department.

771. ———. Supervision and the creative teacher. Fifth year-book. *New York, Bureau of Publications, Teachers College, Columbia university*, 1932. 347 p.

Among the major topics treated are: the concept of creativeness, the principles of supervision which aim at creativeness, practical procedures, and case studies and interpretations at the several levels of instruction—primary, intermediate, junior-high, senior-high, and rural school grades. Bibliography.

772. SAMUELSON, AGNES. State-wide conferences of county supervisory officials in Iowa. *Educational administration and supervision*, 18: 70-73, January 1932.

Reports four types of state-wide conferences of county supervisory officials in Iowa.

TEACHERS

GENERAL

773. COOKE, DENNIS H. and SCHMITT, BERNARD A. The participation of teachers in the administration of small high schools. *School review*, 40: 44-50, January 1932.

Report of an investigation of the present and desirable extent and form of teacher participation in the administration of small city high schools in Missouri.

774. HILL, H. H. Policies affecting teaching personnel in the public schools of Lexington, Kentucky. *American school board journal*, 83: 35-36, 92, December 1931.

Reproduces policies, rules, and records pertaining to the teaching staff adopted in Lexington, Kentucky, following a survey made by the Bureau of school service of the University of Kentucky.

SELECTION

775. NATIONAL EDUCATION ASSOCIATION. Administrative practices affecting classroom teachers. Part I: The selection and appointment of teachers. *Research Bulletin of the National education association*, 10: 1-32, January 1932.

Brings up to date previous research studies by the Research Division of the National education association on practices affecting teacher personnel. Reports practices and summarizes opinion on the selection and appointment of teachers from the standpoint of training and experience requirements for newly appointed teachers. Also treats of the employment of married women, local residents as teachers, and routine procedures in the selection of teachers.

776. OVEREN, A. V. Qualifications requested by officers employing teachers. *Elementary school journal*, 32: 525-30, March 1932.

Report of qualifications for teachers, as requested of the employment officers of three Minnesota teachers' agencies.

777. TIBBS, ERNEST W. Guesswork and teacher selection. *American school board journal*, 84: 27-28, 98, March 1932.

Discussion of six factors used in the selection and retention of teachers: training and experience, success, letters of application and photographs, scholarship, professional tests, and pupil achievement.

SUPPLY AND DEMAND

778. ANDERSON, EARL W. Teaching opportunities in 1931. *Educational research bulletin (Ohio State university)*, 11: 91-93, February 17, 1932.

A tabulation and analysis of the number and percentage by major fields of the 1930 and 1931 graduates of the College of education, Ohio State university, who secured teaching positions, and a consideration of the outlook for the future.

779. ELIASSEN, R. H. and ANDERSON, EARL W. Investigations of teacher supply and demand reported since November, 1930. *Educational research bulletin (Ohio State university)*, 10: 479-83, December 9, 1931.

A combined picture of the results of fourteen factual investigations of supply and demand of teachers and one description of techniques reported since Novem-

- ber 3, 1930. Bibliography and tabulation by states.
780. EVENDEN, E. S. The demand for and supply of junior-high school teachers. *School life*, 17:132-33, March 1932.
- Data are presented for each of the forty-eight states, bearing on these two questions: (a) Reasons for demand for new senior-high school teachers, (b) Sources of supply meeting demand for new teachers. The questions were answered by 45,000 teachers.
781. ——— The supply of and demand for elementary teachers. *School life*, 17:112-14, February 1932.
- Findings of the National survey of the education of teachers considered from the standpoint of twenty vital factors.
782. ——— The supply and demand for senior-high school teachers. *School life*, 17:92-93, January 1932.
- Data for each of the forty-eight states, bearing on these two questions: (a) Reasons for demand for new senior-high school teachers, (b) Sources of supply meeting demand for new teachers. Forty-five thousand teachers answered these questions.
783. MANUEL, H. T. On the over-supply of teachers. *School and society*, 35:178-79, February 6, 1932.
- A general philosophical and social treatment.
784. MYERS, ALONZO F. Teacher demand and the supply. *School and society*, 35:210-15, February 13, 1932.
- Questions the findings of the National education association committee on the economic status of the teacher. Produces evidence to support his opinion that the data collected were not adequate to support the conclusions published in the Research bulletin of the National education association, on Teacher demand and supply, vol. IX, no. 5, November 1931.
785. NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. An estimate of the teacher supply and demand situation, 1929-30. *Journal of the National education association*, 20:340, December 1931.
- A tabulation by states of the actual or estimated teacher supply and demand situation in 1929-30.
786. The teacher oversupply and a remedy. *American school board journal*, 84:58, 60, March 1932.
- Discussion of a state-wide policy to aid the employment of teachers, listing some contributing factors to the oversupply.

TEACHER TENURE

787. CARE, WILLIAM G. The teacher-retirement movement in the United States. *American school board journal*, 83:37-38, December 1931.
- Considers the present scope of teacher-retirement legislation and practice in the United States and suggests principles for governing the retirement of teachers.
788. FOSTER, RICHARD R. Continuous employment for the teacher. *Journal of the National education association*, 20:343-44, December 1931.
- Discusses controlling the chief factors operating to cause unemployment among competent teachers and suggests contributions that teachers can make to the solution of the problem.

See also no. 138.

TEACHERS' SALARIES

789. Cities that have maintained teachers' salaries. *Journal of the National education association*, 20:345-46, December 1931.
- A list of cities, classified by population, that have maintained or increased their scheduled teachers' salaries in 1931-32.
790. DIX, LESTER. The economic basis for the teacher's wage. Doctor's thesis. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 114 p.
- As a part of the general problem of determining the proper division of the total income from economic activities of the entire social population which promises to raise and maintain the total national income at the highest possible level, this doctor's dissertation attempts to determine the position and amount of the salaries of elementary teachers in such a scheme. He thus shows that a level of salaries for elementary teachers lower than the determined amount is detrimental to the total national income and therefore economically unsound.
791. FOSTER, RICHARD R. Budgeting the teacher's income. *Journal of the National education association*, 21:25, January 1932.
- Discusses technique and purpose of the personal budgeting of the teacher's income.
792. HUGHES, W. HARDIN. What school staffs spend and save. *Nation's schools*, 8:53-59, December 1931.
- An analysis based on a confidential questionnaire study of the administrative and teaching staffs of the schools of Pasadena, Calif., setting forth the relationships existing between expenditures and salaries at different levels.

793. McNEELY, JOHN H. Salaries of college teachers: comparisons. *School life*, 17: 111, 117, February 1932.

Findings of a study made by the Office of education of salaries paid to teachers employed in land-grant universities and colleges.

794. Reductions in the salaries of teachers. *School and society*, 35: 389-90, March 19, 1932.

Mr. R. S. Jewett answers eight questions propounded by Dr. W. H. Pillsbury.

795. SIEBERT, O. E. and ANDERSON, EARL W. Salaries as related to experience and training of public-school administrators in Ohio. *American school board journal*, 83: 54, December 1931.

Summarizes the results of a study of the relationships existing between salaries, training, and experience of 1,327 Ohio school administrators.

TESTS AND MEASUREMENTS

796. TIEGS, ERNEST W. Tests and measurements for teachers. *Boston, Mass., Houghton Mifflin Company*, 1931. 470 p.

Utilizes the psychological approach to the development of a concept of measure-

ment, explains how the results of measurement may be used to the best advantages, and discusses the construction, selection, administration, and interpretation of tests. Classified bibliography of available tests.

TEXTBOOKS

797. COMMONWEALTH CLUB OF CALIFORNIA. Selecting and printing school books. *Commonwealth*, 7: 243-94, September 29, 1931.

An investigation: Who should select and print text books for use in the state? Discusses state printing, state adoption of uniform series, reasons for and against state printing, and for and against allowing state superintendents of schools freedom in their choice of texts.

798. EDMONSON, J. B. Abuses in sample textbooks. *American school board journal*, 84: 62, March 1932.

Points out the need and desirability of reducing the loss through wasteful sampling of textbooks. The public pays three to ten per cent of the cost of books for this practice. Some superintendents

follow the practice of purchasing all sample copies of textbooks needed.

799. KNOWLTON, P. A. Schoolbooks, the educational orphan. *Educational administration and supervision*, 18: 167-77, March 1932.

An overview of conditions which have greatly limited the number, quality, and adaptability of schoolbooks being used today.

800. NEWLUN, CHESTER. The selection of basal readers. *Elementary school journal*, 32: 285-93, December 1931.

Numerous criteria are set up for judging the basal readers in the elementary grades. Emphasis on the teacher's manual, vocabulary, and content. Directions for scoring.

ADULT EDUCATION

Alonso G. Grace

801. BANE, CHARLES L. The lecture in college teaching. *Boston, Mass., Richard Badger and Co.*, 1931. 128 p.

An effort to defend the lecture method of instruction.

802. CUTTEN, GEORGE B. The saving power of leisure. *Adult education quarterly*, 7: 8-12, January-February 1932.

The implications of over specialization. An analysis of the case for education and the part it must play in the wise use of leisure.

803. GILBRETH, LILLIAN M. What does security mean? *Trained men*, 11: 99-101, winter 1931.

Real security means the ability to meet and adapt one's self to changes which may occur and use them to advantage. Specialization has proved a handicap during the present period of economic stress.

804. JACKS, L. P. Education for leisure. *Adult education quarterly*, 7: 1-3, January-February 1932.

The relationship of the wise use of leisure to the unemployment problem.

805. JOHNSON, B. LAMAR. Adult reading interests as related to sex and marital status. *School review*, 11: 33-43, January 1932.

A report of an investigation of adult reading interests based upon the personal interview technique of research.

806. LARSON, EMIL L. The comparative ability of work done by students in residence and in correspondence work. *Journal of educational research*, 25: 105-9, February 1932.

A study in which the fact that grades earned in correspondence courses were consistently higher than those earned in residence courses is explained.

807. MAPHS, CHARLES G. Adult illiteracy in the South. In *South-ern conference on education. Proceedings of the fourth conference, 1931.* p. 90-94, Columbia, University of North Carolina Press, 1932. (Extension bulletin, vol. 11, no. 7)
- A summary of the extent of illiteracy in the South. The author states that the problem is one of importance to the South since there is a direct relationship between illiteracy and rank in school attendance, wealth, culture, health and public security.
808. MONROE, PAUL. The present economic crisis and education. *University of North Carolina extension bulletin*, 11:125-36, March 1932.
- An analysis of the forces entering into the present economic situation and a plea for an organized program of adult education, administered by educational authorities with experts such as may be found in formal school training for children.
809. NELSON, WILLIAM ALLAN. Roads to knowledge. New York, N. Y., W. W. Norton and Company, 1932. 352 p.
- This is a series of twelve articles on the ways and means of adult education. Twelve fields of study are mentioned.
810. PLOWMAN, E. GROSVENOR. The future of extension classes in non-credit courses. *National University extension association. Proceedings, 1931.* p. 127-31.
- A discussion of the various types of non-credit courses.
811. PRICE, RICHARD R. The college ability of residence and extension students. *National university extension association. Proceedings, 1931.* p. 131-151.
- The data cited tend to show that the average ability of extension students is well up to that of regular college students when the average is considered. The variation is greater among extension students, however.
812. ROUCEK, J. S. Process of adult education in Czechoslovakia. *School and society*, 35:124-25, January 23, 1932.
- A description of the progress of adult education in the Czechoslovakian Republic.
813. RUARK, ARTHUR E. The university and the leisure of to-morrow. *Pittsburgh record*, February-March 1932.
- A plea for broad cultural courses, professional courses and research courses. The demand for broad cultural courses will exceed the demand for the others in an industrial age such as the present.
814. RUSSELL, WILLIAM F. Leisure, and national security. *Adult education quarterly*, 7:3-7, January-February 1932.
- A presentation of the case for adult retraining.
815. SMOLAR, BORIS. What Polish Jews are facing. *Nation*, 134:99-100, January 27, 1932.
- Description of requirements or "educational qualifications" laid down by the Polish government applicable to all artisans, and requirements of trade schools for full license.
816. STRONG, EDWARD K., jr. Change of interests with age. *Palo Alto, Stanford University Press*, 1931. 235 p. tables, graphs.
- A examination of the interests of over 2,000 men between the ages of 20 and 60. Eight different professions were represented. An excellent study of adult life, useful to counsellors.
817. VROOMAN, HELEN. Turkish adult education. *School and society*, 35:124-25, January 23, 1932.
- A description of the extent of the adult education movement in Turkey. The meaning of adult education in Turkey.
- See also no. 348, 882.

VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

GENERAL

818. CLARK, HAROLD F. Economic theory and correct occupational distribution. New York, N. Y., Teachers college, Columbia university, 1931. 176 p.
- A challenging set of theses concerning the number of people there should be in each occupation.
819. GRAHAM, A. R., comp. The vocational school of Madison, Wisconsin. Madison, Wis., Board of vocational education, 1930. 72 p.
- A splendid example of a progress report covering five years of vocational education in Madison, Wis. (1925-1930)
820. MCKEN, OLIVER, jr. The nation's clearing house for labor. *Current history*, 35:813-17, March 1932.
- Discussion of the veto of bills for a National employment system and the reorganization of the employment service of the Department of labor from its beginnings through the present activities of President Hoover.

821. METROPOLITAN LIFE INSURANCE COMPANY. POLICYHOLDERS SERVICE BUREAU. Training driver-salesmen. New York city, Metropolitan Life Insurance Company, 1932. 34 p.

A well-edited report on the methods used by representative companies in ten industries to improve the selling abilities of routemen and drivers, which should be in the hands of every city director of vocational education.

822. Not enough progress. *Woman's home companion*, 59:4, February 1932.

A plea for legislation in the states to raise the age limit at which children are allowed to leave school to go to work.

823. RUSSELL, JAMES EARL. The way to contentment. *Journal of adult education*, 4:8-11, January 1932.

The former dean of Teachers college sets forth in terse and stimulating fashion his belief that the one surest foundation for contentment "is to be found in the ability to do an honest day's work."

824. SMITH, HOMER J. One thousand problems in industrial education. Minneapolis, University of Minnesota Press, 1931. 90 p.

A list of titles appropriate for term papers and theses by graduate students and for practical research projects by men active in administration and supervision.

AGRICULTURAL EDUCATION

825. HOLT, ARTHUR E. The beginning of a new epoch. *Journal of the National education association*, 21:77-78, March 1932.

A stimulating paper setting forth some methods of educating the urban public to the needs and rights of agriculture in a national economy plan. (Reprinted from *Rural America*, December, 1931)

826. POUND, ARTHUR. Low fever and slow fires. *Atlantic monthly*, 149:316-24, March 1932.

Presents a very dreary outlook for the independent farmer in America. Whether the farm owner is to become an employee of a huge mechanized farm, or continue to be an independent farmer is a burning question.

COMMERCIAL EDUCATION

827. BULLOCK, A. E. and HIGGINS, A. Commercial curricula-construction. *Balance sheet*, 13:202-5, 232, February 1932.

The place of commercial curricula in the school program, both the metropolitan and the small-town high school.

828. DOWD, J. H. Commercial education in rural communities. *American shorthand teacher*, 12:255-58, February 1932.

An article adequately described by the title.

829. HAY, JAMES, jr. Washington, the business man. *Journal of business education*, 7:8, 33, February 1932.

An interesting article on the business side of the National hero indicating points which made him unusually successful in business as well as politics and on the battlefield.

830. NASH, ELIZABETH A. Office practice in Roxbury, Mass. *Journal of business education*, 7:12, 22, February 1932.

General aspects of an office-practice plan where recognition is given to proper mechanical equipment, and all students receive office practice as best suited to particular needs.

831. O'LEARY, M. F. Commercial occupations in Hartford, Conn. *Journal of business education*, 7:10-12, January 1932.

The procedure and results of a survey of commercial occupations in Hartford

made with the cooperation of the faculty, alumni, and students of the Hartford commercial school.

832. REID, Mrs. HELEN PEARSON. New Mexico commercial survey. *Balance sheet*, 13:177-78, January 1932.

First attempt to make a complete survey of teaching commercial subjects in the New Mexico schools.

833. SMITH, STANLEY S. A study of adult commercial education. *Balance sheet*, 13:216-17, 232, February 1932.

A representative view of commercial night-school work in cities having a population of 266,000 average, with problem, method of procedure, summary of objectives and advantages resulting from the survey.

834. TONNE, HERBERT A., comp. Studies in business education. *Journal of business education*, 7:23-24, February 1932.

List of theses in business education, bookkeeping and social business subjects. This is the third installment of the list which began in the October number.

835. TOWNSEND, EVERETT B. A survey of office workers in Camden, N. J. *Balance sheet*, 13:250-55, March 1932.

A survey, with the voluntary cooperation of office managers and commercial teachers, to determine the type of person an office worker is, the duties he performs, and the training necessary.

HOME ECONOMICS

836. BOMAR, WILLIE MELMOTH. Home-making. Philadelphia, Pa., W. B. Saunders Company, 1931. 241 p. illus.
Written as an introduction to the study of homemaking as a profession.
837. ELIOT, THOMAS D. Money and the child's own standards of living. *Journal of home economics*, 24: 1-9, January 1932.
A common-sense approach for the child to the problem of spending money.
838. HOERNER, MARY FINCH. The married woman as a teacher of home economics. *Journal of home economics*, 25: 109-12, February 1932.
An argument in favor of disregarding the question of a woman's marital state when considering her retention in any field of teaching so long as service rendered is satisfactory.
839. POPENOE, PAUL. Objectives in teaching family relationships. *Journal of home economics*, 24: 119-28, February 1932.
Objectives of teaching family relationships from: 1, opinions of teachers in training; 2, opinions of rural women; 3, opinions of mothers.
840. SEEVER, LEONA. How clothing-classes may serve a community. *Journal of home economics*, 24: 28-30, January 1932.
Showing how Wisconsin clothing classes last year made money by sewing, through the cooperation of classes, schools, and city people.
841. SHULTZ, HAZEL. Making homes. New York, N. Y., D. Appleton and Company, 1932. 519 p. illus.
Built upon the assumption that there are certain fundamental concepts that apply to homemaking, and that high-school students should have them.
842. VOLK, HELEN E. Survey of girls at junior vocational school, Grand Rapids, Mich. *Journal of home economics*, 25: 135-37, February 1932.
Suggests vocational training for borderline cases (girls) as given in Grand Rapids (Mich.) with emphasis on character training. Summarizes need for educational care of handicapped students of junior high school age.
843. WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. SUBCOMMITTEE ON HOUSING AND HOME MANAGEMENT. The home and the child. New York, N. Y., The Century Company, 1932. 165 p. illus.
The report of the Subcommittee on housing and home management of the White House conference on child health and protection, Martha Van Rensselaer, chairman.

INDUSTRIAL ARTS

844. AMERICAN VOCATIONAL ASSOCIATION. The story of the industrial-arts luncheon. *Industrial education magazine*, 33: 233-37, March 1932.
Report of the significant luncheon in New York "honoring men now in positions of leadership who began teaching before 1900," including brief biographical sketches of the twenty-four men thus honored.
845. A course in furniture; drawings by Lurelle Guld. *American home*, 7: 206-7; 258-59; 334-35; January-March, 1932.
A series of articles dealing with fine furniture: no. 10, Mediterranean furniture, p. 206-7; no. 11, French provincial furniture, p. 258-59; no. 12, The furniture of the three Louises, p. 334-35.
846. DRAGOO, ALVA W. A rating-scale for shop teachers. *Industrial arts and vocational education*, 21: 8-9, January 1932.
A scale which every teacher can, with profit, apply to himself.
847. EMERSON, P. S. The mahoganies. *Industrial arts and vocational education*, 21: 13-15, January 1932.
Much information concerning mahogany, generally scattered, but combined in one concise article.
848. FLAHERTY, HUGH H. Objectives of industrial arts printing in senior high school. *Printing education*, 7: 80-81, January 1932.
A paper adequately described by the title, which gives suggestions for teachers in high schools.
849. HUNTER, WILLIAM L. Research in industrial-arts education. *Industrial arts and vocational education*, 21: 1-6, January 1932.
Emphasizes the necessity of research in industrial-arts education and includes a suggestive list of one hundred problems.
850. KIRK, PAGE. Sheets from a stage carpenter's notebook. *Industrial arts and vocational education*, 21: 79-83, March 1932. illus.
An illuminating and helpful article dealing with the part an industrial arts teacher may play in school dramatics. To be continued.
851. LEWIS, MELVIN S. and DILLON, JOHN H. Electricity instruction sheets for the general shop.

New York, N. Y., McGraw-Hill Book Company, 1932. 91 p. illus. (McGraw-Hill vocational text, Edwin A. Lee, consulting ed.)

Basic instructional material for an industrial-arts course in electricity in junior high schools, arranged in the form of job instruction sheets, and adapted to general-shop organization. Contains a chapter dealing with occupational information concerning the electrical field.

852. SELVIDGE, R. W. A cooperative analysis of trade and industrial-

arts subjects. *Industrial education magazine*, 33: 194-96; 248, January, March, 1932.

The seventh and eighth articles in a cooperative project. Includes summary of plan and analysis of home mechanics, and cement and concrete work; Personnel of the American vocational association, Committee on standards: William T. Bawden, chairman; Charles F. Bauder, Clyde A. Bowman, Emanuel E. Ericson, Maris M. Proffitt, William E. Roberts, and Robert W. Selvidge.

Also in *Industrial Arts and vocational education*, 21: 69-70; 100-1, February-March, 1932.

TRADE AND INDUSTRIAL EDUCATION

853. FREUND, C. J. The ideal vocational teacher, an industrial viewpoint. *Industrial arts and vocational education*, 21: 75-78, March 1932.

An industrialist's idea of a good vocational teacher, and one which will be difficult to surpass.

854. KAUFFMAN, H. N. Cooperative industrial training in a small community. *School review*, 50: 13-14, January 1932.

Set-up of a cooperative training plan for industries in Kalspell, Montana, the population being 6,000.

855. KLINEFELTER, C. F. Instructor training for officers of fire departments. *Washington, U. S. Federal board for vocational education*, 1931. 50 p.

A report based upon a practical demonstration with the officers of the city fire department of Miami, Florida, full of suggestions for teacher-training and conference leading.

856. NEWMAN, W. I. Practical trade tests. *Factory and industrial*

management, 83: 75-76, February 1932.

Gives a number of practical tests to determine ability in the machinist's trade.

857. RIOCARDI, NICHOLAS and KIBBY, IRA W. Readings in vocational education. *New York, N. Y., The Century Company*, 1932. 570 p.

Reviews the literature of industrial and trade education and provides the reader with selected excerpts from that field of vocational education.

858. WICKENDEN, WILLIAM E. and SPAHR, ROBERT H. A study of technical institutes. *Industrial education magazine*, 33: 209-11, February 1932.

A digest of a comprehensive study conducted under the auspices of the Society for the promotion of engineering education, concerning what is known in continental Europe as the "technical middle schools."

See also no. 846.

VOCATIONAL GUIDANCE

859. ALLEN, RICHARD D. The orientation course in the junior-high school. *Vocational guidance magazine*, 10: 195-99, February 1932.

Specific suggestions along the lines indicated by the title, by the director of vocational guidance of Providence, R. I.

860. BRAGDON, HELEN D. Survey of Wisconsin high-school graduates. *Vocational guidance magazine*, 10: 158-65, January 1932.

A study carrying some important implications for vocational guidance.

861. CLARK, HAROLD F. An approach to correct occupational distribution. *Personnel journal*, 10: 347-51, February 1932.

Defends his favorite thesis "occupational distribution is correct when peo-

ple of the same ability receive the same wages in all occupations."

862. ——— Why planning is necessary. *Journal of the National education association*, 21: 7-8, January 1932.

The effects that social planning by educators and society in general should have upon problems of education and society, with reference especially to occupational choice.

863. DE SCHWEINITZ, DOROTHEA. Listener's handbook. *Chicago, Ill., University of Chicago press*, 1932. 29 p.

An excellent handbook designed to give radio listeners an understanding of the basic problems of vocational guidance.

864. EARLE, F. M. and MYERS, CHARLES S. Methods of choosing a

reer. London, England, George G. Harrap & Company, 1931. 334 p.

The purpose of this study is to estimate the value of vocational psychology in determining the occupations best suited to adolescents. A publication of the National Institute of Industrial Psychology, London, Eng.

865. HAYES, MARY H. S. Training counselors by apprenticeship. *Personnel Journal*, 10:329-34, February 1932.

An experiment, highly successful, in which seven carefully selected individuals partially supported by scholarships, worked for a year in various guidance or personnel agencies in several cities.

866. HOLBROOK, HAROLD LYMAN and MCGREGOR, A. LAURA. My guidance scrapbook. New York, N. Y., Allyn and Bacon, 1932. 214 p.

A workbook devised for use with the authors' text, "Our world of work."

867. JEFFERY, JOSEPH E. Guidance in the Bassick junior-high school, Bridgeport, Connecticut. *Vocational guidance magazine*, 10:207-14, February 1932.

A helpful article setting forth the total program of guidance in a Connecticut junior-high school.

868. LANE, MARY ROGERS. Vocations in industry. Scranton, Pa., International testbook company, 1932. 467 p. illus.

Volume 3 of the author's studies of occupational information based on the census classification. Deals with manufacturing and mechanical industries.

869. LATTON, WARREN K. and HENNINGER, A. N. Follow-up of drop-out boys who left school before graduation to enter employment. *Vocational guidance magazine*, 10:202-7, February 1932.

A sample of the kind of follow-up study which should be continuously a part of every guidance program.

870. MACRAE, ANGUS. A second follow-up of vocationally adjusted cases (1927-28) *Human factor*, 6:42-52, February 1932.

Reports reliability of vocational advice given 821 young adults and students 15-18 years of age.

871. MURSELL, JAMES L. Measuring musical ability and achievement. *Journal of educational research*, 25:116-28, February 1932.

Report of a study which indicates the limited dependence a counselor can place upon the results of the Seashore tests of musical ability.

872. NICOL, E. A. Vocational guidance for Western Union messengers. *Vocational guidance magazine*, 10:169-76, January 1932.

A description of the plan of vocational guidance followed by the Western Union telegraph company.

873. SNYDER, AGNES and ALEXANDER, THOMAS. Teaching as a profession. New York, N. Y., Teachers college, Columbia university, 1932. 69 p.

An authoritative bulletin intended for the use of vocational counselors and of students who may be interested in becoming teachers.

874. SPANABEL, ELMER E. Methods of presenting vocational information to high-school pupils. *Balance sheet*, 13:168-71, January 1932.

Suggestive ways of conveying vocational information organized through fifteen direct channels possible within the school.

875. TRICKEY, MERLE. A follow-up study of high school graduates. *Balance sheet*, 13:247-49, 259, March 1932.

A survey of commercial experience of all pupils graduated, and the preparation given them by the Oskaloosa high school over a period of four years. Charts of findings and recommendations. The average enrollment was 650.

876. WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. COMMITTEE ON VOCATIONAL GUIDANCE AND CHILD LABOR. Workers' education and training. *Monthly labor review*, 34:80-89, January 1932.

Vocational guidance recommendations by the Committee on vocational guidance and child labor, Anne S. Davis, chairman.

877. ——— SUBCOMMITTEE OF VOCATIONAL GUIDANCE. Vocational guidance. New York, N. Y., The Century Company, 1932. 396 p., illus.

The comprehensive report of the subcommittee on vocational guidance of the White House conference on child health and protection, M. Edith Campbell, chairman.

See also the publications in the series, Guidance leaflets, nos. 1074-1075, issued by the U. S. Office of education, on page 94 of this bulletin.

See also nos. 487, 492, 587, 633, 816, 851.

NEGRO EDUCATION

Ambrose Caliver

assisted by Alethen Washington and Theresa A. Birch

878. CALIVER, AMBROSE. Progress of the National surveys of education among Negroes. *School and society*, 35: 231-34, February 13, 1932.
- Reports the progress of the three national surveys being conducted by the U. S. Office of education, viz., The National survey of secondary education, The National survey of the education of teachers, and the National survey of school finance, as they relate to the education of Negroes. The facts revealed by these studies should contribute much toward the advancement of education.
879. DANIEL, ROBERT P. Basic considerations for valid interpretations of experimental studies pertaining in racial differences. *Journal of educational psychology*, 23: 15-27, January 1932.
- The author analyzes the following major conditions: (1) Have the environmental opportunities been approximately the same for all the individuals compared? (2) Does the testing set-up permit valid racial comparisons? (3) Are the data presented as the basis for comparison significant when subjected to statistical treatment for reliability and variability? In the light of these basic conditions, a check list is given which is desirable to use "as a criterion for accepting an experimental study as valid for generalization regarding comparative differences in mental ability of races."
880. DIXON, J. C. Negro high-school development in Georgia. *High school quarterly*, 20: 30-32, October 1931.
- Since 1924, the date of the accreditation of the first Negro high school meeting requirements, fourteen public and fifteen private high schools for Negroes have been accredited. The General education board, The Anna T. Jeanes foundation, the John F. Slater fund, the Rosenwald fund, and the Commission on interracial cooperation have contributed much to the development of Negro education in Georgia. School buildings are well equipped; teachers' homes, vocational buildings, transportation, libraries, and aid from various sources are available to those interested enough to inquire about them.
881. HOPE, JOHN. Negro school and community. *Atlanta, Ga., Atlanta university*, 1932, 8 p.
- "Extending far beyond desk and blackboard, the influence of the Negro teacher reaches out into the homes of the pupils, and often makes all the difference between a good and a bad community."
882. McDAVID, MARY FOSTER. Ways by which illiterate adults are taught. *Southern workman*, 61: 82-87, February 1932.
- A description of the opportunity schools for Negro adults of Alabama with illustrations of textbook materials, desk work, informal tests, and supplementary work.
883. MACK, LILLIAN C. The Jeanes conference. *Southern workman*, 61: 37-42, January 1932.
- The author describes a conference of Jeanes supervisors and workers which was held at Tuskegee Institute, October, 1931. The writer feels that this was a vital and significant conference both for education in general and for the cause of the half million under-privileged children whom these Jeanes supervisors serve.
884. MEHUS, O. M. Education and racial adjustment. *High school teacher*, 8: 11-12, January 1932.
- Reports briefly the Conference on dual education held at George Peabody college, Nashville, Tenn., July 20-23, 1931. This conference was financed by the Carnegie corporation. Discussions were held on contributions made by Southern colleges to improved race relationships by courses offered or investigations made, equalization of educational opportunity, and the need of an objective attitude.
885. NEWBOLD, N. C. Educational accomplishments and challenges in North Carolina. *Southern workman*, 61: 10-16, January 1932.
- Reports progress made in education for Negroes in North Carolina during the past ten years, including the accreditation of the five institutions for higher learning, the accreditation of 104 high schools, increase in number of classrooms, and the higher level attained in teacher preparation. The challenge presented suggests that Negro parents can help the situation by causing increased daily attendance, acquainting themselves with school laws, and actively cooperating with the school officials in a program designed for continued advancement.
886. WANGER, RUTH. High-school study of the Negro and his problems. *High school teacher*, 8: 104-6, 112, March 1932.
- After a pre-test was given to determine attitudes with regard to Negroes in a problems-of-democracy course in the South Philadelphia high school for girls, an assignment was made embracing a study of Negro characteristics, effects of reconstruction, geographical and social conditions, economic status, contributions to American life, and proposed constructive solutions. Quotations are cited from the examination papers of the girls indicating extent of changes in viewpoint.
887. WILSON, BUTLER R. What I saw at Calhoun. *Southern workman*, 61: 17-25, January 1932.
- The writer sought to discover whether the lessons taught in the classrooms were being translated into the homes and habits of the people in the poorest county in Alabama. In his opinion the progress made by the community could be explained by the influence of the personality of the principal of the Calhoun school, Miss Charlotte Thorn.

FOREIGN EDUCATION

James F. Abel

Severin K. Turoszowski, Frances M. Fernald, and Aline M. Lindgren

INTERNATIONAL

888. The case for Esperanto. *Modern languages*, 13: 109-15, February 1932.

A review of the discussion on Esperanto as an international language at the January, 1932, meeting of the Modern language association. The main papers by W. E. Collinson and Eric G. Mawson were arguments in favor of Esperanto.

889. La Conférence internationale pour l'enfance africaine. *Revue Internationale de l'Enfant*, 12: 221-48, September-October 1931.

The International conference on the African child held at Geneva, June 22-25, 1931, was the first of the studies of the non-European child planned by the organization U. I. S. E., founded by Eglantyne Jebb. The participants in the conference consisted of 233 white persons and 7 Negroes, and included 15 delegates of the governments belonging to the League of Nations and two Government observers.

890. DUMAS, GEORGES. Les étudiants japonais et les étudiants chinois en France. *Annales de l'Université de Paris*, 7: 26-48, January-February 1932.

Not only does this article give information in detail as to number, origin, and aims of Chinese and Japanese students in France, but includes data on Chinese students in Japan and on Japanese students in Germany. It gives the number of Chinese in other countries of Europe by subjects studied, and suggests that methods used in Latin America for the last ten years for the purpose of attracting able students to France may be transferred to China.

891. GENEVA. Permanent center of international information. Congresses, courses, conferences in Geneva, 1931. *Geneva, Imprimerie Albert Kundig*, 1931. 27 p.

A handbook of the many opportunities for study in Geneva during the summer of 1931.

892. GLOSSOP, WILLIAM W. J. Why not Esperanto? *Modern languages*, 13: 37-42, December 1931.

The author states the case for Esperanto as an international language. In its favor he argues that (1) Esperanto is not merely a "flash in the pan"; (2) an Esperanto student need never be in difficulty in foreign lands for its use is now world-wide; (3) its use avoids one-sided conversation in which one person has an advantage over the other; (4) it is simple and easy to learn; and (5) it has a flourishing literature of translated and original works.

893. Inquiry into the education budget of certain States. *International bureau of education bulletin*, 5: 144-45, October 1931.

Gives a table showing for 54 countries the total budget, the education budget, and the per cent that the latter is of the former. The data are given in Swiss francs. They include only the amounts used by the central administration; provincial and local funds are not given.

894. LAMBIE, MARGARET. The foreign teacher: his legal status as shown in treaties and legislation, with special reference to the United States. *New York, Institute of international education*, 1932. 103 p. (Thirteenth series, Bulletin no. 1, February 1, 1932)

An excellent study written to advocate the conclusion of treaties on international education between the United States and other countries.

895. MÂLE, ÉMILE. L'Ecole Française de Rome, depuis sa Fondation [1873-1931]: *Revue Internationale de l'Enseignement*, 52: 31-46, January 15, 1932.

The President and the Minister of public instruction and fine arts, for the Republic of France, were present at the celebration of the close of 50 years of work by the French school at Rome, one of the seven schools opened by France within the past 80 years for the study of great civilizations. All have made notable contributions to the world's knowledge of itself. The library of the French school contains about 60,000 works on archeology and history.

896. NORTON, HENRY KITTREDGE. New avenues of cultural approach between the nations of America. *Bulletin of the Pan American union*, 66: 77-87, February 1932.

Having completed a tour of seven South American countries under the auspices of the Carnegie endowment for international peace, the author makes suggestions for clearing the obstructions from the road of Pan American understanding. His findings are given.

897. PARADEISER, HANS. Anstalts oder Familienziehung? *Revue Internationale de l'Enfant*, 12: 182-98, September-October 1931.

Points out the fundamental difference between institutional education and group education. Though institutional education may be no longer regarded

favorably, general opinion approves group education in semi-institutional establishments, kindergartens, day-nurseries, etc., which, without depriving the child of his family life, helps him to develop the social sense. Emphasizes the following principles: (1) Superior value of family education for the physically and mentally normal child; (2) Advantages of kindergartens, day-nurseries, etc., as a means of group education and of completing family education—which is often defective; (3) Advisability of employing institutional education as a last resort and when it is not possible to place the child with another family.

898. Program of the seventh international conference of American states. *Bulletin of the Pan American union*, 66: 89-91, February 1932.

On January 6, 1932, the governing Board of the Pan American union approved the program of the Conference which will meet at Montevideo, Uruguay.

in December, 1932. Included therein under the title of Intellectual cooperation are the following items: American bibliography: Consideration of the results of the Congress of rectors, deans, and educators, which met at Habana, in February, 1930; International cooperation to make effective respect for and conservation of the national domain over historical monuments and archeological remains.

899. Summer schools. *Bulletin of the Pan American union*, 66: 105-11, February 1932.

An interesting description of the Spanish summer schools that are to be held in Mexico City, June 29-August 20, in Lima, Peru, July-August, and in Guatemala City, Guatemala, and Rio Piedras, Porto Rico. The Committee on cultural relations with Latin America will hold a "Seminar in Mexico" in July, to give information regarding Mexican problems and culture to citizens of the United States.

See also nos. 588-592, 598.

BY COUNTRIES

(Arranged alphabetically)

AUSTRIA

900. FADREUS, VIKTOR. Das Neue Schulhaus. *Schulreform*, 11: 43-51, Jänner 1932.

A description of the new kindergarten in Vienna.

901. LINKE, KARL. Ist unser Gesang und Schulmusikunterricht auf dem rechten Wege? *Schulreform*, 11: 114-23, Februar 1932.

A criticism of present methods of musical instruction of young children in school with a brief statement of attempted reform in Vienna.

902. PARKER, BERYL. The Austrian educational institutes. *Vienna and Leipzig, Austrian Federal Publisher for Education, Science and Art*, 1931. 173 p.

An interesting account of the origin, aims, and accomplishments of the Educational Institutes in Austria.

903. POHL, JOSEPH. Die dritte Fremdsprache an unseren Mittelschulen. *Österreichische Vierteljahrshefte für Erziehung und Unterricht*, (Wien) 4: 143-49, December 1931.

A discussion of the problems involved in introducing a third foreign language into the middle schools of Austria.

904. SVENSSON, GUNNAR. Intryck från Weins folkskolor. *Folkskolans Vän*, 48: 65-67; 97-99, 3 febr.-19 febr. 1932.

The first article is devoted to observations on primary training in Vienna. The second is particularly concerned with the activities of parent-teacher associations as a means of cooperation between school and parents for the benefit of the child.

BELGIUM

905. BELGIUM MINISTÈRE DES SCIENCES ET DES ARTS. Bulletin. 1931. Vingt-cinquième année, no. 1. *Dison, Imprimerie Disonaise*, 1931. 54, 27 p.

906. ———. Bulletin. 1931. Vingt-cinquième année, no. 2. *Dison, Imprimerie Disonaise*, 1931. 157, 132 p.

Two numbers of the official quarterly bulletin of the Ministry of sciences and of arts.

BERMUDA

907. BERMUDA. DIRECTOR OF EDUCATION. Report for the year 1930. *Bermuda, Government printer*, 1931. 30 p.

The annual, official report on education in Bermuda.

BRAZIL

908. BRAZIL. UNITED STATES OF. National council of education.

Diario Oficial, 70: 5799-5800, April 15, 1931.

The new National council of education for Brazil has no administrative duties, but its opinion is final on technical and pedagogical problems. The Council meets four times a year and the Minister of education and public health presides. It is composed of a representative from the Federal or equalized university, law, medical, and engineering schools not incorporated into universities, State and private equalized higher educational institutions, and representatives from Federal, State equalized, and private equalized institutes of secondary instruction.

909. Chief of the Provisional government of the United States of Brazil. *Diario Oficial*, 70: 1, July 1931.

Commercial education in Brazil, the development of which had been brought about through private initiative, was, by the law of August 23, 1923, provided with an official program. Regulations were published in a decree dated May 28, 1926. More than forty subjects, those taught

in the different courses in England, Switzerland, and Germany, were found in the courses. Under the reorganization required by the decree of June 30, 1931, a preparatory course of one year (12 years being the minimum age for admission), is followed by intermediate and higher courses. An advanced course in administration and finance is for the preparation of commercial school teachers.

910. School of library science. *Bulletin of the Pan American union*, 66: 125, February 1932.

By decree of November 11, 1931, Dr. Getulio Vargas, the provisional president of Brazil, reestablished the Library science school in the National library in Rio de Janeiro, which had been suspended September 6, 1922. The new school will be under the guidance of the director of the library. The subjects of the 2-year course include: Bibliography, paleography, diplomacy, history of literature, iconography and cartography, and technical library work.

CANADA

911. Une Encyclopédie de l'Histoire du Canada. *L'Enseignement Primaire*, 53: 390, February 1932.

Father Lejeune, Oblate, has published a "Dictionnaire général de l'Histoire du Canada" in two volumes. The history is condensed, classified, and grouped in alphabetical order, and is the result of 30 years of work.

912. Reorganization. *La Naturaliste Canadien*, 59: 5-8, January 1932.

Professors in science of Laval university and allied institutions have organized for the purpose of assisting the Canadian Naturalist in its work of helping both the scientist and the amateur in their study of natural history and biology. Young naturalists have formed about a hundred clubs—near Montreal for the most part—and it is expected that dozens of similar societies will be organized in the vicinity of Quebec.

913. NEW BRUNSWICK. VOCATIONAL EDUCATION BOARD. Thirteenth annual report, fiscal year ending October 31, 1931. *Fredericton, N. B., The Board*, 1932. 52 p.

The annual official report made up largely of brief reports from various schools, and statistical data.

914. NOVA SCOTIA. DEPARTMENT OF EDUCATION. Annual report of the Superintendent of education for Nova Scotia for the year ended July 31st, 1931. *Halifax, King's printer*, 1932. 187 p.

The official annual report on education in the province of Nova Scotia, Canada.

915. ——— Journal of education, being the supplement to the report of the Superintendent of education for Nova Scotia. January, 1932. *Halifax, N. S., King's printer*, 1932. 138 p.

916. SMITH, C. WILSON. Can American achievement tests be used for Canadian children? *Journal of education (Nova Scotia)*, II: 75-80, December 1931.

The author, a professor of education, in 1930 gave Form A of the Stanford achievement tests to approximately 1,200 children in grades 5, 6, and 7 of the public schools of Halifax. He concludes that these tests measure Haligonian children in the same way, in the same subjects, and with nearly the same results that they measure American children.

CHILE

917. Sociedad de Cirujanos de Hospital de Santiago. *Boletín de la Oficina Sanitaria Panamericana*, 11: 327, March 1932.

Describes the Society of hospital surgeons recently organized in Santiago de Chile with 46 charter members. The periodical, "Archivos de la Sociedad de Cirujanos de Hospital" is its organ.

CHINA

918. Child welfare in China. *Revue Internationale de l'Enfant*, 12: 215-17, September-October 1931.

The National child welfare association, organized in April, 1928, is a go-

cial organization launched and supported by interested citizens, assisted by a few foreign friends. The declared purpose is to "advocate, protect, and insure the rights of the children of China, and promote in every possible way their well-being."

COSTA RICA

919. Child-welfare congress in Costa Rica. *Revue Internationale de l'Enfant*, 12: 219, September-October 1931.

The child welfare board, which was recently created by the National legislature, consists of five life members serving without salary, with the duty of investigating conditions pertaining to childhood, promoting the establishment of child welfare agencies, watching over the enforcement of child welfare laws,

and making recommendations to the Government for child welfare legislation.

920. Sociedad Científica de Costa Rica. *Boletín de la Oficina Sanitaria Panamericana*, 11: 327, March 1932.

The Scientific society of Costa Rica has been organized in San Jose. Members will dedicate part of their time to scientific studies and investigations.

CZECHOSLOVAKIA

921. BATOWSKI, HENRYK. Z dziedziny organizacji nauki w Czechosłowacji. *Nauka Polska*, 14: 186-95, Listopad-Grudzień 1931.

A descriptive statement of the budgets for 1929 and 1930 for educational and cultural institutions in Czechoslovakia.

922. KEPRTA, JOSEPH. Československé pedagogické akademie a vysokoškolské kursy pro učitelstvo. *Věstník Pedagogický*, 8: 337-40, October 1931.

Gives data about three Government pedagogical academies and university courses for teachers in Czechoslovakia. Students are admitted who have completed a strong secondary-school course and passed a maturity examination [zkoušku dospělosti na střední škole] with a one-year intensive normal course. Its aim is to prepare teachers for elementary schools.

923. Výnos ministerstva školství a národní osvěty ze dne 19. ledna 1932, čís. 179.393/31-III, jimž se vydávají nové předpisy o zkouškách dospělosti na obchodních akademiích. *Věstník Ministerstva Školství a Národní Osvěty*, 2: 33-43, February 1932.

Ministerial decree of January 19, 1932, no. 179.393/31-III, relating to the maturity examinations of the secondary commercial schools in Czechoslovakia.

924. Zkušební řád státních zkoušek na vysoké škole odchodní v Praze. *Věstník Ministerstva Školství a Národní Osvěty*, 10: 331-45, October 1931.

Ministerial decree of August 18, 1931, no. 79.757-IV relating to the Government examinations of the Commercial university of Prague, Czechoslovakia.

DENMARK

925. HANSEN, DINES. Om Lysbilleder og Films. *Folketsko an*, 49: 45-46, Januar 1932.

The present use of lantern slides and films as aids in instruction in Denmark.

926. Light. *Boletín de la Oficina Sanitaria Panamericana*, 11: 328, March 1932.

Discusses the Second International congress on Light (biology, biophysics, and

therapeutics) to be held at Copenhagen, August 15-19, 1932. The subjects to be considered are scientific and technical.

927. MANNICHE, PETER. The Danish folk high school. *American Scandinavian review*, 20: 167-170, March 1932.

The author points out the modern adaptation of the basic ideas upon which the early folk high schools were founded.

ENGLAND

928. BELL, VALENTINE A. The transition from school to industry in Great Britain. *Revue Internationale de l'Enfant*, 12: 165-81, September-October 1931.

Foreigners visiting England are impressed by the amazing interest shown in the welfare of the adolescent, particularly since the War. This article is an outline of the methods that have been adopted to help the young person starting out into industry and of the ways of keeping in touch with him during the first four years of his industrial life.

929. BROOKINGTON, W. A. Educational administration. *School government chronicle*, 124: 252-54, March 1932.

Courses in educational administration are not common in England. The author sketches the history of school administration in Great Britain and believes that the time has come to provide some form of basic training for the administrator.

930. Children and young persons bill. *Schoolmaster and woman teacher's chronicle*, 121: 151, January 28, 1932.

A discussion of an important bill pending in the English Parliament.

931. CRADOCK-WATSON, H. Secondary school problems. I. Introductory article—England's crisis. *Journal of education*, 64: 7-9, January 1932.

The author writes of the relative merits of the public schools and the secondary schools, and of the cost of maintaining the two systems of secondary education. He hopes that the ideals of the two can be fused and feels that if they can be, England has nothing to fear in its educational future.

See also nos. 936, 941.

932. "Creaming" the secondary schools. *Times educational supplement*, 22:61, February 20, 1932.

The writer states that England can accommodate only about half a million students in recognized secondary schools and that there is little hope for immediate increase of accommodation. He advocates selective secondary schools to train the children of proved high ability.

933. Directory of educational associations. *Journal of education* (London), 64:195-202, March 1, 1932.

This is a supplement to the March 1 issue of the *Journal of education*. It lists in alphabetical order the educational associations of Great Britain.

934. Do children get harm from the films? *Times educational supplement*, 22:85, March 12, 1932.

Comments on Dr. Spencer's report on "School children and the cinema" and surveys briefly the efforts made in England and Scotland to improve cinema offerings.

935. The education estimates. Explanatory memorandum. *Times educational supplement*, 23:85, March 12, 1932.

A summary of the civil estimates class IV, education (England, Wales and Scotland) for the year ending March 31, 1933. The net estimates for 1932 show a decrease of £6,371,137 as compared with 1931.

936. EDWARDS, W. Secondary school problems. III. Inspection—its origin, aims, and development. *Journal of education*, 64:147-50, March 1932.

The author became an inspector of schools in 1877. He traces the development of school inspection in England and Wales from 1833, and draws a clear picture of its present status especially in the secondary schools.

See also nos. 931, 941.

937. GREAT BRITAIN. BOARD OF EDUCATION. Memorandum on the possibility of increased co-operation between public museums and public educational institutions. London, H. M. Stationery Office, 1931. 45 p. (Educational pamphlet, no. 87)

Written to stimulate the schools to make better use of the four hundred or more museums in the British Isles that are open to the public.

938. HANSFORD, F. E. The education of "the lower orders." I. The schools of the poor in the early nineteenth century. *Schoolmaster and woman teacher's chronicle*, 121:14, January 7, 1932.

The author has other articles in this series of eight, in the periodical for January 14, 21, 28, February 4, 18, March 3, 10, 1932.

939. MORRISON, NINA. The teaching of mothercraft. *Mother and child*, 2:327-29, December 1931.

A brief pointed article on the qualifications of the teacher, subjects suitable for lectures, presentation of the subject, illustrations and apparatus, and the value of constructive teaching.

940. RAYMONT, T. Education in 1931. *Journal of education*, 64:12-14, January 1932.

A summary of educational developments in England during 1931.

941. SADLER, Sir MICHAEL. Secondary school problems. II. Teaching as a branch of the civil service. *Journal of education*, 64:79-81, February 1932.

The author argues that if teaching becomes a branch of the civil service in England it will be through motives of economy. He opposes such a plan because this change might stereotype pre-suppositions about "national education" which he distrusts and disbelieves and regards as baleful to the "instinctive good sense which the English people have not yet lost."

See also nos. 931, 936.

942. The secondary school. *School government chronicle and education authorities gazette*, 124:159-63, December 1931. illus.

An unusually clear, well-written article on secondary schools in England with discussions of their size, buildings and accommodation, and curriculum.

943. SHEFFIELD (CITY) EDUCATION COMMITTEE. Report for the year ended 31st March, 1931. Sheffield, City of Sheffield printing and stationery department, 1931. 109 p.

The annual, official report of the schools of Sheffield, England.

944. Six millions down. *Schoolmaster and woman teacher's chronicle*, 121:375, March 3, 1932.

The civil estimates in Great Britain provide for a cut of nearly six million pounds in the amount to be expended for education in 1932. The article is an appeal to teachers to feel the worth and realize the dignity of the profession of teaching and to defend it.

945. A sixty-one-year-old record. *School government chronicle and education authorities*

gazette, 124: 224-26, February 1932.

An interesting brief account of the beginning of the School government chronicle in February, 1871, under the editorship of Joseph Hatton. It sketches also the work of the first London school board of which Professor Huxley was a member.

946. Twenty-five years of child care. *Times educational supplement*, 22: 77, March 5, 1932.

Medical inspection for children entering elementary schools in England was first provided by law in 1907. The article is a historical sketch of the progress of child care in that country since the passage of the first act.

947. Young citizens or "old lags." *Times educational supplement*, 22: 37, January 30, 1932.

A discussion of the Children and young persons Bill, published in England in January of 1932 and soon due for legislation in Parliament.

FINLAND

948. FINLAND. BUREAU CENTRAL DE STATISTIQUE. Annuaire statistique de Finlande. Nouvelle série. Vingt-neuvième année 1931. *Helsinki, Valtion-uuvoston kirjapaino*, 1931. 336 p.

Contains much valuable statistical data on education in Finland.

949. ——— Aperçu statistique de l'enseignement primaire en Finlande pendant l'année scolaire 1928-29. *Helsinki, Valtion-uuvoston kirjapaino*, 1932. 219 p.

The annual statistical report on primary education in Finland.

FRANCE

950. Groupe Français d'éducation nouvelle. *Bulletin du Musée Pédagogique*, nos. 7-8: 187-96, Juillet-Novembre 1931.

An account of the history, principles, aims, methods and results of the French group in the New education.

951. LOUIN, A. L'épreuve de sciences appliquées à l'agriculture au brevet supérieur. *L'Enseignement Public*, 2: 115-25, February 1932.

A composite of tests in science as applied to agriculture, proposed in July, 1930, for use in normal-school courses in 90 localities in France.

952. NADAL, PIERRE. Pour bien s'entendre sur le but à atteindre en éducation physique. Une Série de Définitions. *L'Educa-*

tion Physique, 30: 12-18, January 1932.

In view of the general confusion pertaining to the terms used in writing on physical education, the author defines ten of the expressions most current.

953. ROUSTAN, M. MARIO. Discours prononcé le 1^{er} novembre à Chateaurenault (Indre-et-Loire) . . . à la remise de la croix de la Légion d'honneur aux parents de l'instituteur Pitard, mort victime de son dévouement. *Bulletin du Musée Pédagogique*, nos. 7-8, 181-86, Juillet-Novembre 1931.

The address delivered by the Minister of public instruction and fine arts of France on the occasion of conferring the cross of the Legion of honor on the parents of Stephane Pitard, a teacher who gave his life to save the children under his care.

FRENCH INDO-CHINA

954. Indochine Française. Direction générale de l'instruction publique. L'Annam scolaire. De l'enseignement traditionnel annamite à l'enseignement moderne franco-indigène. *Hanoi, Imprimerie d'Extrême-Orient*, 1931. 144 p. illus.

A well-written, illustrated study of education in Annam. This, and a number of others in the series, were prepared for the International colonial exposition held in Paris in 1931. The others will appear in the next issue of the Record.

GERMANY

955. BAKSYTE, VERA. Beitrag zur Geschichte des Kampfes um die Schulsprache in Litauen mit besondere Berücksichtigung der Zeit der Grosser Reformen (1855-1864). *Memel, Druck "Rytas" Aktien Gesellschaft*, 1930. 120 p.

A dissertation for the doctorate in philosophy from the Albertus University

at Königsberg, Prussia, on the history of the struggle concerning the language of instruction in the schools of Lithuania with special consideration of the reform period 1855-1864.

956. BECKER, HEINZ. Das Schultheater zu Guben. *Sommerfeld, H. Mertschings Buch und Stein-druckerei*, 1931. 119 p.

A doctoral dissertation from the Albertus University at Königsberg in

Prussia on the development of the school theater at Guben.

957. Bestimmung der Reiseprüfung bei der Staatlichen Hochschule für Musik in Köln. *Zentralblatt*, 74: 79-82, 20 Februar 1932.

Examination regulations for the National university of Music at Cologne.

958. DOERNE, MARTIN. Zur Krisis der deutschen Hochschule. *Mitnerva Zeitschrift*, 7: 132-139; 169-177, September-Oktober, November-Dezember, 1931.

A discussion of reform and conditions needing reform within the universities of Germany.

959. FINDEISEN, KURT ARNOLD. Gedanken zum Lehrspiel. *Schulfunk*, 6: 1-4, 1 Januar, 1932.

The substance of an address on educational plays by radio delivered at the Zentralstelle für Schulfunk in Dresden on December 11, 1931.

960. HÖHNE, ERNST. Die klassische Idee der Bildung. *Geisteskultur*, 41: 1-26, Januar-Februar 1932.

A presentation of the educational ideas of Wilhelm Humboldt and their significance to day.

961. LÖFFLER, EUGEN. Das öffentliche Bildungswesen in Deutschland. Berlin, Verlag von E. S. Mittler und Sohn, 1931. 134 pages.

A clear and detailed outline of the public educational system in Germany. Deals with the following: the Volksschule, the mittlere Schulwesen, the höhere Schulen, the Berufs- und Fachschulen, and the Hochschulen. For each type it gives the chief governing regulations, the typical organization as worked out in the various German states and an indication of the study plans and methods. Also contains two excellent diagrams showing the structure of the education system.

962. LUXEMBERGER, J. Rudolf Steiner et l'Ecole de Waldorf. *Educational*, 23: 221-27, Januar 1932.

Every German child must attend the first four years of the elementary school, but the "Waldorf" school, at Stuttgart, the Steinerschule at Essen, and the "Goetheschule" at Hamburg, all guided

by the principles and programs of Rudolf Steiner, the anthroposophist, are the only schools in Germany that have realized the idea of the unity school, Einheitschule. Established in 1919, Steiner schools are found outside of Germany, in Holland, England, Switzerland, and Portugal. This article is an analysis of the Steiner aims and methods.

963. NITSCHKE, ADOLF. Die Grammatik in der Fremdsprache. *Schulreform*, 11: 123-28, Februar 1932.

The place of grammar in learning a foreign language.

964. RANDZIO, ALICE. Das Kindheitsproblem bei Bogumil Goltz. Königsberg, Buchdruckerei Kopal und Schulz, 1931. 95 p.

A doctoral dissertation on the problem of childhood according to Bogumil Goltz, written at the Albertus university at Königsberg, Prussia.

965. RICHERT, HANS. Ist die Zukunft der Höheren Schule Preussens durch die Sparmassnahmen Bedroht? *Pädagogische Zentralblatt*, 12: 7-19, January 1932.

Is the future of the secondary schools in Prussia threatened because of the economic regulation?

966. SCHRAMM, WILHELM. Katastrophengefahr im höheren Schulwesen durch mechanische Sparmassnahmen. *Deutsches Philologen Blatt*, 40: 97-99, 2 März 1932.

Economy school legislation in Prussia and consequent dangers to its secondary schools.

967. STUCKERT, FRANZ. Der Begriff der Persönlichkeit und das Problem der Persönlichkeitsbildung. *Monatschrift für Höhere Schulen*, 31: 8-23, 25 Januar 1932.

A discussion of what personality really is and the problem of its development.

968. WOLFF, A. Goethe als Erzieher. *Zeitschrift für Pädagogische Psychologie*, 33: 97-110, März 1932.

A discussion of Goethe as an educator.

HUNGARY

969. BERNABEI, MARIO. L'osztályönök nelle scuole medie di Ungheria. *Revista pedagogica*, 21: 51-64, January-February 1932.

The secondary school principal has kept the Hungarian secondary schools free from the excessive fatigue that has plagued those of neighboring countries. Besides controlling the programs and the harmonious development of the different subjects of study, the school principal is charged with maintaining discipline. The writer considers the lower section of the Italian secondary school as better

arranged than the corresponding Hungarian section, but that the introduction of the osztályönök into the lower or upper section of the Italian secondary school would be most advantageous.

970. KOHNIS, JULIUS. Ungarische Kulturideale 1777-1848. Leipzig, Quelle & Meyer, 1930. 609 p. illus.

A history of Hungarian cultural ideals from 1777 to 1848, written by the secretary in the Royal Hungarian ministry of religion and education.

971. KORNIS, JULIUS. Ungarns unterrichtswesen seit dem Weltkrieg. *Leipzig, Quelle & Meyer*, 1930. 260 p. illus.

A well-written, detailed discussion of education in Hungary since the world war. The author is secretary in the Royal Hungarian ministry of religion and education.

972. RADITS, MARGHERITA. L'insegnamento dei doveri e dei diritti del cittadino nella scuola elementare ungherese, secondo il Prof. Giulio Dròzdy. *Rivista Pedagogica*, 24: 739-42, November-December 1931.

Giulio Dròzdy is director of the elementary teachers' review published by the Ministry of public instruction in Hungary, and was the principal collaborator of Count Klebelsberg in the reform of 1925. His ideas in teaching the beginner in the elementary school the rights and duties of a member of the

community are given in detail by the author.

973. ———. La vita delle scuole medie ungheresi. *Rivista Pedagogica*, 24: 725-38, November-December 1931; 25: 100-23, January-February 1932.

The new vocational school which follows the first four elementary classes, as in Italy, will be compulsory everywhere in Hungary after November 1, 1935. All phases of elementary and secondary school life are described and commented upon in these articles by Dr. Radits.

974. TOMCSANYI, JAN. Dzisiejsza organizacja nauki Węgierskiej i jej warunki materialne. *Nauka Polska*, 14: 177-85, Listopad-Grudzień 1931.

A brief account of the present status of education in Hungary with a statement of the budgets for 1930-31, showing the reduction of the National grants for education in that country.

ICELAND

975. JOLIVET, M. A. Iceland today. *Revue de l'Enseignement des Langues Vivantes*, 49: 74-77, February 1932.

Rapid progress is being made in this country. Iceland's university has been

complete since 1911, and the island has a full line of cultural organizations of recent date. Icelanders place great stress on the continuity of their literature. The language has changed very little and the oldest forms are now easily understood.

INDIA

976. BURMA. EDUCATION DEPARTMENT. Annual report on public instruction in Burma for the year 1930-31. Rangoon, Government Printing and stationery, 1932. 34 p.

The official annual report on education in Burma.

977. India: The real problem. *Nature*, 129: 109-11, January 23, 1932.

An unusually good discussion of the fundamental problems of India, including education.

IRISH FREE STATE

978. The schools and Irish. The beginnings of official recognition. *Irish school weekly*, 34: 195-96, February 20, 1932.

A brief sketch of the history of the introduction of Irish as a subject of study in the schools of Ireland.

ITALY

979. Il Bilancio del Ministero dell'Educazione Nazionale. *Nuova Scuola Italiana*, 9: II-III (cover pages), March 13, 1932.

A discussion of the budget to be asked for education for the coming year, with detailed items.

980. BOTTACHIARI, RODOLFO. La funzione sociale e politica della Scuola d'Avviamento Professionale. *Nuova Antologia*, 67: 276-78, January 16, 1932.

The 3-year school for vocational training, with its three divisions, agricultural, industrial, and commercial, has discarded the word "work" from its name. This school is to receive the majority of the graduates of the 5-year elementary school and to prepare them for immediate work or for further tech-

nical instruction. The commercial section has largest attendance as it is less expensive, but subsidies from the Minister of corporations are bringing about a greater equilibrium. Because the Minister of public instruction has authorized the inclusion of Latin in the curriculum, the author suggests that many students are evidently in the wrong school; he advocates better selection.

981. L'Education physique en Italie. *L'Education Physique*, 30: 24, January 1932.

Description of the Fascist academy of physical education in Italy, inaugurated on February 5, 1928, and now recognized as an institution of university character. The Academy has two courses; one may obtain the certificate of instructor in physical education at the end of a course of two years; at the end of four years of study he may obtain the degree of doctor of applied studies in physical education.

982. Italy. Central statistical institute. School and cultural statistics. IX. *Nuova Scuola Italiana*, 9:4, February 28, 1932.

The Central statistical institute publishes the school and cultural statistics compiled in conformity with the program arranged by the International Institute of Intellectual Cooperation. The 12th volume of the *Annali di Statistica* (Serie VI) recently published, includes statistics of the secondary schools for the school year 1926-7, a particularly interesting period because the trends initiated by the school law of May 6, 1923, are made evident.

983. ——— MINISTER OF NATIONAL EDUCATION. Circular in regard to the Almanacco della scuola elementare. *Nuova Scuola Italiana*, 9:8, (cover) February 14, 1932.

Asks the regional school superintendents to bring the *Almanacco della scuola elementare* to the notice of each school teacher, because of its literary, historic, and scientific content and general information, valuable for the teacher.

984. Ninth International congress of agricultural education. *Nuova Scuola Italiana*, 9:4, December 20, 1931.

Announcement of the program for the Ninth international congress of agricultural education, to be held at Rome in November, 1932, shows the following: Higher instruction in agriculture, desiderata; middle and secondary school programs; popular and post-school instruction; general instruction and propaganda in rural sections, and domestic instruction for the farm. The present administration is giving special attention to its schools for the training of teachers for farm children.

985. A proposito dei libri di Stato. *Nuova Scuola Italiana*, 9:577-79, February 7, 1932.

One of a series of articles criticizing the text-books published for elementary school use, without adjuncts, by the State, which articles have appeared every week since the issue of December 13, 1931.

986. RAGAZZI, MARIO. Le développement de l'Hygiène scolaire en Italy. *Revue Internationale de l'Enfant*, 12:131-64, September-October, 1931.

The Public health act of 1888 made school medical inspection compulsory in Italy. The outline given in this article of the organization of the school medical services of Genoa provides a clear idea

of the methods generally in use. Subjects discussed are: The staff of doctors and nurses, school buildings, prevention and combating infectious diseases, medical inspection, record cards, specialists and specializing dispensaries, open-air schools, camps, school meals, physical training, National Ballilla Society, vocational guidance, schools for the mentally abnormal, and health education in school.

987. Lo Statuto regolamento delle Associazioni fasciste. *Nuova Scuola Italiana*, 9:3 (cover) March 13, 1932.

The regulations of the National association of the Fascist Party were published on March 5, 1932. One of the components is the School association which has sections for the university, secondary school, elementary school, and libraries.

988. The study of criminology. *L'Information Universitaire*, 11:4, March 12, 1932.

The new criminological museum recently installed at Rome on the initiative of the Minister of Justice is not for the use of the public. One of its directors says: "A school of criminology should not be an exhibit that may become a school of crime." The courses held are for the police, prison functionaries, and university students of penal law. The objects are threefold. The first concerns crimes and their execution; the second, the efforts of the State toward the repression of crime; and third shows the punishments and other measures of repression.

989. TORREY, E. A professional school for girls in Venice. "Scuola Professionale Femminile Vendramin Corner." *Scottish educational journal*, 15:167, February 5, 1932.

The school was founded in 1668 and for many years was supported by the income of two legacies; it is now maintained by the commune of Venice and is a modern school largely of home economics.

990. VITALE, ADOLFO. Le Scuole indigene nelle nostre Colonie. *Nuova Scuola Italiana*, 9:7, December 1931.

A review of an article published in *L'Oltremare*, which while recounting the undoubtedly satisfactory results attained by the native schools, holds that training schools for native teachers are indispensable, particularly in the interior of Eritrea and Somaliland. The chief of the school office of the Colonial ministry presented this subject to the Congress of colonial studies held in Florence recently, and the project may soon become an actuality.

JAPAN

991. MATSUOKA, ASA. Labor conditions of women and children in Japan. *Washington, Government printing office*, 1931. 102 p.

An excellent account of the development of factory legislation in Japan. It includes discussions of compulsory school attendance and maternity protection and welfare work. The texts of the amended factory acts of 1929 and the ordinances relating to it are given.

MEXICO

992. Hora antialcohólica en Mexico. *Boletín de la Oficina Sanitaria Panamericana*, 11: 320, March 1932.

Reprinted from *El Universal*, Mexico City, issue of October 2, 1931; an an-

nouncement that on October 16, 1931, the Secretary of public education would inaugurate an antialcoholic hour in the 19,000 public schools of the Republic. The pupils are taught that alcoholism is a gross immorality, they are shown its disastrous effects, and are trained to abhor the degrading scenes it provokes.

NETHERLANDS

993. MINISTERO DELL'EDUCAZIONE NAZIONALE, ROMA. Course in international law at The Hague. *Bollettino Ufficiale*, Part I, 59: 266-67, February 2, 1932.

Ministerial circular No. 4, dated January 16, 1932, presents a request that all

university rectors and the directors of the higher institutes in Italy, bring to the knowledge of all professors and students notice concerning the course in international law to be given at The Hague from July 4 to August 27, 1932; also information concerning 10 scholarships of 400 florins each, to be distributed among foreign students who attend the law course.

NORWAY

994. Folkeskolevesenet. *Norsk Skoletidende*, 48: 29-34, Januar 1932.

A report on the laererskoler of Norway resulting from a proposed change in the required period of training for primary teachers.

995. Forandringer i folkeskolelovene for landet og for byene. *Skolebladet (Oslo)*, 35: 91-95, 13 februar 1932.

Proposed temporary changes in the folk school laws for the sake of economy.

996. KRISTVIK, ERLING. Børnepsykologien og kravet um ein ny skole. *Skolebladet*, 35: 113-118; 127-130; 141-143, 27 februar-12 mars, 1932.

An address on the need of a new school of child psychology.

997. RIBSSKOG, B. Eksperimentelle Bidrag til Laeringens Psykologi. *Oslo, Nikolai Olsons Boktrykkeri*, 1930. 116 p.

A doctoral dissertation from the Royal Frederiks university at Oslo giving the results of an investigation of the question as to whether or not the length of time between the presentation and review of subject matter has any appreciable effect on the power to reproduce it after the lapse of a period of time. Also answers a number of other questions based on the results of his investigations.

998. VIKSJØ, HANS. Ymse synpunkt ikring eksamensspørsmålet i folkskolan. *Norsk Skoletidende*, 64: 149-151; 156-158, 12 mars-19 mars, 1932.

Consideration of the question whether or not a leaving examination in the folk school is desirable.

PALESTINE

999. ROSENTHAL, HUGO. Versuche mit Neuer Erziehung in Palästina. *Pädagogisches Zentralblatt*, 12: 73-85, February 1932.

An interesting discussion of education in Palestine.

PERSIA

1000. SADIQ, ISSA KHAN. Modern Persia and her educational system. *New York city, Teachers college, Columbia university*, 1931. 125 p.

An analysis of the present educational

system of Persia. Contents: Persia, the country, the people; Contact with the Western World—its bearing on the life of the country; Educational traditions; Administration of the educational system; The school system; Criticisms and needs of Persian education—proposals for meeting those needs; Bibliography.

PERU

1001. Ejercicio de la medicina en el Peru. *Boletín de la Oficina Sanitaria Panamericana*, 11: 320, March 1932.

Under a resolution issued by the President of the Governing board of the republic of Peru, dated September 30, 1931, the committee on the practice of medicine is to be composed of a delegate from each of the following organizations: Health, which delegate will preside at the meetings; Faculty of medicine at Lima; National academy of medicine; Medical

society; School of pharmacy and applied chemistry; Pharmaceutical society; Institute of odontology; Dental society; and Obstetrical association.

1002. Visitadoras sanitarias escolares en el Peru. *Boletín de la Oficina Sanitaria Panamericana*, 11: 320, March 1932.

School monitors now bear the designation of school sanitary visitors. In the provinces of Lima and Callao, the school medical service was ordered to collaborate with the school health visitors.

PORTUGAL

1003. Protection de l'Enfance au Portugal. *Revue Internationale de l'Enfant*, 12:219-20, September-October 1931.

A recent decree largely increases guardianship jurisdiction of children. On penalty of a fine for the benefit of

guardianship funds, children under 16 years of age may not enter a road house for other purposes than to procure lodging or food, and this with the authorization of or in company with their parents or guardians. Press accounts of suicides or violations of law by minors under 18 years of age are prohibited.

EL SALVADOR

1004. EL SALVADOR. MINISTRO DE RELACIONES EXTERIORES, JUSTICIA E INSTRUCCIÓN PÚBLICA. Memoria de los actos de relaciones exteriores, justicia e instrucción

pública durante el año de 1931. San Salvador, Imprenta nacional, 1932. 122 p.

Contains the official report on education in El Salvador for the year 1931.

SANTO DOMINGO

1005. SANTO DOMINGO. SERVICIO NACIONAL DE INSTRUCCIÓN PÚBLICA. Debe cambiarse el nombre de la isla? *Revista de Educación*, 3:162-84, November 25, 1931.

Discussion of the suggestion of the United States Geographic board relative to changing the name of the island which contains the republics of Santo Domingo and Haiti.

SCOTLAND

1006. BOYD, WILLIAM. American life and education. VI-XIV. *Scottish educational journal*, 14:1407-1408, December 25, 1931; 15:37-39; 74-75; 106-7; 134-35; 161-62; 193-94; 218-20; 254-55; 282, 284; 313-15; 346-47; January 8-March 18, 1932.

A continuation of the series of articles by a Scotch exchange professor who spent some time teaching in the United States. Articles no. I-V are found in Bulletin, 1932, no. 4, no. 1000.

ended 31st July, 1931. Glasgow, R. Anderson & Sons Ltd., 1932. 62 p.

An excellent brief report on the school-health service in Glasgow. Contains valuable tables on the physical condition of the school children; housing conditions of the children examined, and other good data.

1007. COWAN, M. G. The Children and young persons bill, 1932. *Scottish educational journal*, 15:195-96, February 12, 1932.

The history and outline of a bill that was introduced in the English Parliament in January.

1009. M'KECHNIE, W. W. Scottish schools: the material side. *Scottish educational journal*, 15:170-71, 200-2, February 5-12, 1932.

A discussion of the improvements in the school buildings of Scotland.

1010. MARWICK, W. H. Scottish social pioneers. I-VIII. *Scottish educational journal*, 15:113-14; 140-41; 172; 192; 224; 260-61; 290-91; 322-24; January 22-March 11, 1932.

These sketches include the following: James Simpson, W. P. Allison, Leonard Horner, Sir John Maxwell of Pollock, William Collins, Alexander Campbell, Alexander MacDonald, and W. G. Blaikie.

SEYCHELLES

1011. SEYCHELLES, COLONY. Annual report on education for the year 1930. Victoria, Government printing office, 1931. 19 p.

The official report on education in Seychelles.

SOVIET UNION

1012. WOODY, THOMAS. New minds: new men? The emergence of the Soviet citizen. New York, The Macmillan company, 1932. 528 p. illus.

The author visited the Soviet Union three times, in 1917-18, 1928, and 1930,

and spent in all twenty months of life with Russians. He traveled over much of the country and writes with an attitude of "friendly skepticism." The moderation of statement and the evident intention to observe and report honestly make the reader feel that this book is one of the most reliable published on education in the Soviet Union.

SPAIN

1013. BLANCO Y SANCHEZ, D. RUFINO. La Educación de la Mujer. La Co-educación de los Sexos. Datos, Autoridades sobre la Materia, y Bibliografía. Madrid, Spain, Tipográfico Huelves y Compañía, Hilarion Eslava, 5, 1931. 67 p.

A discussion of co-education, with the titles of more than 360 works which the author says complete and amplify his views published in the monograph. He cites authority to the effect that there is a growing aversion to co-education in the United States.

1014. FRANKOWSKI, EUGENJUSZ. Organizacja nauki w Hiszpanji. Nauka Polska, 14: 213-62, Listopad-Grudzień 1931.

A good descriptive and historical account of education in Spain.

1015. LLOPIS, RODOLFO. Reorganización of teacher training. Boletín Oficial del Ministerio de Instrucción y Bellas Artes, 22: 759-60, November 21, 1931.

Normal schools are provided with ten professorships each, their subjects being: geography, history, Spanish language and literature, physics and chemistry, mathematics, natural history and agriculture, needle-work and pedagogical science. Where normal schools for both men and women exist, one is to be suppressed, and the courses made coeducational.

1016. SPAIN. MINISTER OF PUBLIC INSTRUCTION AND FINE ARTS. Gli Avvenimenti. Nuova Scuola Italiana, 9: 749, March 13, 1932.

States that the former régime had 35,716 primary schools and that 27,151 more are needed. During its first ten months, the present Republic opened 6,280 primary schools, raised the teachers' salaries, and the standard of pedagogical training; instituted traveling schools for numerous villages that are shut off from the great lines of communication, utilizing the phonograph, moving pictures, and radio. The communes second the efforts of the National government.

1017. ——— Section of public information and statistics. Anuario de Bibliografía pedagógica. Madrid, Spain, Tip. Yagües, Plaza del Conde de Barajas, 5, 1931. 256 p.

The 11th issue of the annual pedagogical bibliography by the Ministry named contains 1,982 items, neither subjects nor sources given. New York has the largest representation, 264 items, and Madrid next with 158 items.

1018. ——— PRESIDENT, and MINISTER OF PUBLIC INSTRUCTION AND FINE ARTS. Law of November 4, 1931. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 774-75, November 1931.

This is a list of 40 decrees on education issued between April 27 and July 24, 1931, approved as of date of issue by the Cortes Constituyentes. The decree of May 4, 1931, reorganized the work of the Council of public instruction; that of May 29, 1931, created an office in the Ministry of public instruction entitled "Patronato de Misiones Pedagógicas" with the duty of extending general culture. The remaining decrees deal with different phases of educational interest.

STRAITS SETTLEMENT

1019. STRAITS SETTLEMENTS. EDUCATION DEPARTMENT. Annual report for the year 1930. Singapore, Government printing office, 1931. 67 p.

The official report on education in the Straits Settlements.

SWEDEN

1020. Det År som Gått. Folkskollärarnas Tidning, 13: 1-3, januari 1932.

A brief summary of the outstanding questions concerning the folk schools of Sweden during the year 1931.

1021. Gymnastiska Centralinstitutet. Folkskolans Vän, 48: 151, 9 mars, 1932.

A brief discussion concerning proposed changes in the entrance requirements to the Gymnastic Central Institute.

1022. ——— Folkskollärarnas Tidning, 13: 241-43, 16 mars, 1932.

An article concerning proposed changes in the entrance requirements of the Gymnastic central institute and concerning the advisability of providing for military gymnastic instruction in a separate institution.

1023. Kurser för Arbetslösa Ungdom. Tidskrift för Praktiska Ungdomsskolor, 12: 234-243, Heft 9, September 1931.

A proposal of caring for the unemployed between the ages of 15 to 25 by providing short courses especially in vocational work which they may attend, and at the same time receive financial assistance until employment is found.

1024. Lärarutbildningens Nyorganisation. Folkskollärarnas Tidning, 13: 215-17, 9 mars, 1932.

A discussion of the proposed reorganization of the seminaries for the training of teachers for the folk and infant schools in Sweden.

1025. Lunds småskollärarinneseminarium femtio år. Folkskolans

Vlin, 48: 113-14, 24 febr., 1932.

An abstract of a brief history of the seminary at Lund for teachers of the Infants' school written on the occasion of the 50th anniversary of its founding.

1026. NORDLUND, KARL. Frånerförsök-sarbetet vid Stockholms folkskolor. *Skola och Samhälle*, 13-33, Häft. 1-2: 1932.

An account of experiments in the technique of instruction by combining subjects conducted in two folk school classes in Stockholm.

1027. Praktiska Realskolor. *Folkskollärarnas Tidning*, 13: 93-95, 3 febr., 1932.

The article suggests the establishment of a practical four-year real school either independent of or connected with the existing real schools in which vocational training shall be stressed.

1028. Seminarierna och fortsättnings-skolan. *Folkskolans Vän*, 48: 134, 2 mars 1932.

A brief article containing a list of seminaries for the training of teachers

for the folk and infants' schools according to the proposed reorganization.

1029. Skolöverstyrelsen och studentklasserna. *Svensk Lärartidning*, 51: 4-5, januari 1932.

An extract from the Royal board of education in Sweden concerning the reorganization of teacher training at the seminaries for training primary teachers.

1030. Verkstadsskoleiden vinner vidgad tillämpning. *Tidskrift för Praktiska Ungdomsskolor*, 12: 185-193, Häft 7-8, 1931.

The author discusses the advantages, under certain conditions, of locating vocational schools in available places within industrial plants.

1031. WILLERINS, LEANDER. Lärarens Arbete. *Folkskollärarnas Tidning*, 13: 161-163; 192; 219-220; 248-249, 24 februari-16 mars, 1932.

A series of four articles by the author and others on the productive value of teaching as compared with the productive value of other work; and the probable causes for the numerous cases of early physical breakdown and over work among those engaged in teaching.

SWITZERLAND

1032. ROMANO, PIETRO. L'Istituto di Scienze dell' Educazione "G. G. Rousseau" annesso all'Università di Ginevra. *Rivista Pedagogica*, 24: 705-24, November-December 1931.

This is a description of the origin and development of the Institute of educational sciences annexed to the University of Geneva, Switzerland, located at No. 44 Maratchers, which it shares with the Maison des Petits and the International bureau of education. The writer ex-

presses admiration for the work of the Institute but suggests that there should be a course in the philosophy and sociology of education with a special professorship, or that these studies should be combined with the present general pedagogical course.

1033. WIDMER, MARIE. Schools and school life in Switzerland. *All about Switzerland*, 9: 3-6, February 1932.

A brief outline of the educational system of Switzerland.

TANGANYIKA

1034. TANGANYIKA TERRITORY. Education department. Annual report, 1930. *Dar es Salaam, The government printer*, 1931. 47 p.

The regular official report on education in the Territory.

URUGUAY

1035. ACEVEDO, EDUARDO. Algo acerca de las nuevas orientaciones de la enseñanza. *Anales de Instrucción Primaria*, 29: 261-85, April-May-June 1931.

Historical sketch of activity schools in other lands as well as in Uruguay, by a former Director of education for Uruguay.

guay. The writer states that the principal new-school movements were initiated in Europe during the present century, mostly since 1910. Adolfo Ferrière declared the elementary school that he visited recently in Montevideo to be one of the finest in the world; the writer affirms that there are scores of schools there that are equally good.

YUGOSLAVIA

1036. BATOWSKI, HENRYK. Obecny stan nauki w Jugoslawji. *Nauka Polska*, 14: 196-212, listopad-Grudzień 1931.

The author gives a good account of

the present status of education in Yugoslavia with a brief statement of the budgets for 1930-31 and 1931-32. The article includes: Higher and professional schools, their history; and the cultural life of Yugoslavia.

PROCEEDINGS OF ASSOCIATIONS

1037. ASSOCIATION OF AMERICAN UNIVERSITIES. Journal of proceedings and addresses of the thirty-third annual conference held at the University of North Carolina, November 12, 13, 14, 1931. Chicago, Illinois, The University of Chicago Press, 1931. 154 p.

Contains: 1. Edgar S. Furness: A review of the subject of the master's degree in American universities, p. 45-48; discussion, p. 48-56. 2. E. B. Stouffer: Residence requirements for master's and doctor's degrees with facts showing the practices in member institutions, p. 58-60; discussion, p. 61-64. 3. W. W. Pierston, Jr.: Problems of the part-time teacher-graduate student and the status of the research assistant as a part-time graduate student, p. 68-75; discussion, p. 75-79. 4. Ferdinandus Payne: The problem of the number and variety of graduate courses in education, p. 80-87; discussion, p. 87-93. 5. Louis B. Wilson: The possibility of linking the professional education in law, medicine, and the engineering sciences to the general educational program of the graduate school, p. 93-97; discussion, p. 97-101. 6. Augustus Trowbridge: The new Ph.D. degrees in Great Britain and France, p. 101-104; discussion, p. 104-110. 7. Abraham Flexner: The graduate school in the United States, p. 110-119. 8. Roscoe Pound: The opportunities for developing research in the field of jurisprudence, p. 119-134; discussion, p. 135-137. 9. Robert M. Hutchins: The Chicago plan and graduate study, p. 137-142; discussion, p. 142-143. 10. H. M. Tory: The National research council of Canada and its relation to the universities, p. 144-150.

1038. ASSOCIATION OF GOVERNING BOARD OF STATE UNIVERSITIES AND ALLIED INSTITUTIONS. Proceedings, 1931. Minneapolis, Minn., University of Minnesota, 1931. 109 p. illus.

Contains: 1. J. C. Lawrence: Shall universities merge their efforts? p. 19-27. 2. David E. Ross: Athletics, p. 44-48. 3. D. W. Springer: Federal responsibility for education, p. 50-52. 4. W. A. Ashbrook: The organization of some boards of trustees, p. 55-62. 5. M. M. Chambers: The position of the university governing board in the total scheme of the State government, p. 63-75. 6. Edward G. Smith: How finance a university without bankrupting the taxpayers? p. 77-79. 7. Fred B. Snyder: How large should a State university aspire to become? p. 80-86. 8. Junius E. Beal: What should a governing board do when the legislature cuts down the appropriation? p. 93-96. Discussion, p. 96-102. 9. George E. Seymour: Architecture: looking to service as well as beauty, p. 103-108.

1039. ASSOCIATION OF VIRGINIA COLLEGES. Addresses delivered at the annual meeting held at the Jefferson hotel, Richmond, Virginia, February 13-14, 1931. [Charlottesville, Va., The As-

sociation, 1931?] 59 p. (John L. Manahan, Secretary-treasurer, University of Virginia, Charlottesville, Va.)

Contains: 1. G. O. Ferguson, Jr.: Some factors in predicting academic success in the College of arts and sciences, University of Virginia, p. 16-28. 2. M. E. Cocke: Diagnostic tests and remedial measures for college freshmen, p. 29-33. 3. F. W. Boatwright: Personnel work in the colleges, p. 34-39. 4. J. W. Cammack: Some administrative problems peculiar to colleges for women, p. 39-42. 5. E. G. Swem: Recent progress in college libraries of Virginia, p. 42-47. 6. J. M. Stetson: Mathematics as a subject prescribed for graduation from college, p. 47-50. 7. Ivey F. Lewis: Natural science as a field of study prescribed for graduation from college, p. 51-57.

1040. EASTERN COMMERCIAL TEACHERS' ASSOCIATION. Fourth year-book. Modern methods of teaching business subjects. Philadelphia, Pa., Eastern commercial teachers' association, 1931. 301 p.

The subject is presented in 5 parts: 1. General principles of education; 2. Application of the principles of education to the teaching of business subjects; 3. Demonstration lessons in business subjects; 4. Modern methods of teaching machine clerical training; 5. Modern methods of teaching penmanship. The 35 chapters which compose the study are contributed by specialists in those subjects.

1041. METHODIST EPISCOPAL CHURCH. BOARD OF EDUCATION. Proceedings . . . of the annual meeting, June 17-19, 1931. [Chicago, Ill., The Board, 1931] p. 292-361. (Rev. William S. Bovard, 740 Rush Street, Chicago, Ill., secretary)

Contains: 1. W. S. Bovard: Report of the corresponding secretary, p. 292-308. 2. W. E. Hammaker and Foster C. Anderson: Report of the Committee on the division of religious education in the local church, p. 312-318. 3. W. S. Ebersole: Report of the Committee on the division of educational institutions, p. 319-322. 4. Thomas Nicholson: Report on better schools for Negroes, p. 329-333. 5. F. C. Eiselen: Report of the curriculum committee, p. 334-337. 6. H. F. Hall: Report of the commission on courses of study, p. 338-342. 7. F. C. Eiselen: Report of the joint committee on religious education in foreign fields, p. 343-344. 8. Table showing the annual growth of the Sunday schools of the Methodist Episcopal church from 1845 to the close of 1930, p. 352-353.

1042. — Educational association. Proceedings . . . of the annual session January, 1931, held at the Claypool hotel, Indianapolis, Indiana. Published by The Association, 1931. 55 p.

(John L. Seaton, Albion college, Albion, Mich., secretary)

Contains: 1. J. L. Seaton: Report of the Commission on cooperation of the Educational association and the Board of education, p. 15-23. 2. W. B. Fleming: Report of the Commission on religious work and activities, p. 24-29. 3. J. A. James: The relation between the graduate school and the college, p. 31-36. 4. F. C. Elselen: Correlation of colleges and theological seminaries, p. 37-41. 5. Floyd W. Reeves: Salient points and values of the surveys, p. 42-50. 6. J. P. MacMillan: Salient points and values of the surveys, p. 51-53.

1043. NATIONAL BENEDICTINE EDUCATIONAL ASSOCIATION. Report of the proceedings and addresses of the fourteenth annual convention, Latrobe, Pennsylvania, June 28 to 29, 1931. *Atchison, Kans., The Association, 1931.* 83 p. (St. Benedict's college, Atchison, Kans., secretary)

Contains: 1. Rev. G. Desmond: A distinctive Benedictine course of religious instruction, p. 20-23. 2. Rev. A. Capelus: The teaching of United States history in secondary schools, p. 25-31. 3. Rev. Sylvester Schmitz: What standard of work should be demanded in our colleges, p. 44-60. 4. Rev. Richard Burns: Student life in our colleges, p. 61-72. 5. Rev. Sylvester Schmitz: New type examination versus essay examination, p. 73-79.

1044. NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. Report of the proceedings and addresses of the twenty-eighth annual meeting, Philadelphia, Pa., June 22-25, 1931. *Washington, D. C., The Association, 1931.* 864 p.

Contains: *College department*—1. Rev. A. M. Schwitalla: Graduate study in the Catholic colleges and universities, p. 83-110. 2. Rev. W. F. Cunningham: The function of the comprehensive examination on the college level, p. 111-118. 3. Dr. W. S. Learned: Study of the relations of secondary and higher education in Pennsylvania, p. 119-143. *Secondary school department*—4. G. W. Hoke: Teaching with films, p. 249-260. 5. Brother D. Joseph: Activity periods and clubs in the high school, p. 282-288. 6. Brother Sylvester: The high-school student and the library, p. 308-324. *Parish school department*—7. Rev. H. M. Hald: The superintendent and the supervisor, p. 455-483. 8. Sister M. Antonine: Vocal music in the elementary school, p. 517-521. 9. Rev. P. E. Campbell: School records and reports, p. 539-596. 10. Rev. George Johnson: The preparation of the priest for the office of diocesan superintendents, p. 624-632. 11. *Deaf-mute section*, p. 642-690. 12. *Blind-education section*, p. 690-712. *Seminary department*—13. Rev. H. L. Grimmelmann: Holy scripture in the seminary and the training of the preacher, p. 731-743. 14. Rev. F. J. Connell: The theology of the Eastern churches in our seminary course, p. 754-

764. 15. Rev. B. C. Loehrer: A survey of the Latin course in our preparatory seminaries, p. 802-820.

1045. NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Proceedings of the sixty-ninth annual meeting held at Los Angeles, California, June 27-July 3, 1931. Volume 69. *Washington, D. C., The National education association, 1931.* 1200 p.

Contains: *General sessions*—1. G. D. Strayer: The contribution of public education to the integration of all education, p. 17-20. 2. T. A. Davis: The contribution of the private school, p. 20-24. 3. Father John Wolfe: The contribution of parochial schools, p. 24-30. 4. W. J. Hutchins: The contribution of the college, p. 30-33. 5. Mary Yost: The contribution of the university, p. 33-35. 6. Emily N. Blair: Women in the modern world, p. 40-47. 7. Albert E. Wiggam: What civilization is doing to us, p. 47-57. 8. E. A. Filene: Adult education in this machine age, p. 77-80. 9. Howard Whipple: Banking and education, p. 94-99. 10. M. H. Stuart: Educating for better business, p. 105-110. 11. W. C. Bagley: The profession of teaching in the present social and economic crisis, p. 122-127. 12. Wm. John Cooper: Education and business, p. 127-134. 13. A. O. Thomas: Education and world business, p. 134-140. 14. H. E. Barnard: High spots of the White House conference . . . p. 161-164. 15. Sister M. Raphael: Contribution of parochial schools to health, scholarship, and character, p. 164-170. 16. Edwin C. Broome: The superintendent as the chief inspiration and executive in making the White House conference effective, p. 170-177. 17. William McAndrew: Community aid—from and to, p. 182-188.

First National conference on rural education. 18. Chloe C. Baldrige: What rural school supervision should accomplish within the next ten years, p. 191-193. 19. Florence Hale: What State departments of education should accomplish for rural education in the next ten years, p. 198-202. 20. Mrs. Katherine M. Cook: A ten-year program for rural education, p. 205-208. 21. C. H. Lane: The social significance of the vocational agricultural department in a rural high school, p. 218-222. 22. Wm. John Cooper: The United States Office of education and the rural child, p. 230-239.

National council of education. 23. T. W. Gosling: Objectives in education—abstract, p. 277-280. 24. W. A. Sutton: A look into the educational future, p. 291-294. 25. H. L. Smith: Some suggestive theses together with related questions bearing upon the subject of the philosophy of human relations—abstract, p. 299-300.

Department of adult education. 26. J. A. Moyer: Guidance program of the National commission on the enrichment of adult life—abstract, p. 319-322. 27. Mrs. Susan M. Dorsey: What California is doing in adult education—abstract, p. 323-327. 28. A. W. Castle: Enrichment of secondary-school courses of study by the use of correspondence courses, p. 331-339.

Department of business education. 29. Regina E. Groves: Guidance in commercial departments of continuation schools—abstract, p. 345-347. 30. Victoria McAlmon: Vocational guidance for

commercial education in junior colleges—abstract, p. 347-348. 81. I. W. Kibby: Problems of State supervision of commercial education—abstract, p. 350-351.

Department of classroom teachers. 32. Aurelia H. Reinhardt: The common task of the educator—abstract, p. 361-364. 33. Edith B. Joynes: The classroom teacher as an integrating force in the nation—abstract, p. 367-369. 34. Evaline Dowling: Enlarged boundaries—abstract, p. 369-371. 35. Elizabeth L. Woods: The gifted child: a challenging responsibility—abstract, p. 378-380.

Department of deans of women. 36. Virginia H. Esterly: The junior college: a solution, p. 395-401. 37. Frances Blanshard: The able student in the liberal-arts college, p. 406-413.

Department of educational research. 38. W. H. Kilpatrick: The relation of philosophy to scientific research, p. 417-418. 39. Charles H. Judd: The place of research in applying objectives to practice—abstract, p. 418-420. 40. J. J. Cross: Improvement in college teaching at Columbia university—abstract, p. 422-425. 41. W. S. Gray: The new educational plan at the University of Chicago—abstract, p. 426-428. 42. M. E. Haggerty: The improvement of college teaching—abstract, p. 428-430.

Department of elementary school principals. 43. J. E. Morgan: Education by radio—abstract, p. 447-450. 44. R. E. Pollich: Character education—abstract, p. 450-452. 45. Mrs. Susan M. Dorsey: The relation of business to education—abstract, p. 452-453. 46. R. E. Blight: Education and business—abstract, p. 454-455.

Department of kindergarten-primary education. 47. Gertrude Laws: An integrated curriculum for the integration of children from the standpoint of home education, p. 469-471. 48. Goodwin Watson: From the standpoint of psychology—abstract, p. 472-476. 49. Paul F. Camden: From the standpoint of community participation—abstract, p. 474-477. 50. W. E. Dexter: A college president's viewpoint of an integrated curriculum for the integration of children, p. 479-481.

Department of lip reading. 51. J. D. Wright: The deaf child and the deafened child—abstract, p. 485-487. 52. Martha E. Bruhn: Lip reading in our public schools—abstract, p. 489-491. 53. B. I. Frans: Lip reading and other adaptations of the hard of hearing, p. 491-493. 54. Alice G. Bryant: Thawing the frozen education of the hard of hearing—abstract, p. 493-494.

Department of rural education. 55. Fannie W. Dunn: A curriculum experiment in small rural schools—abstract, p. 501-504. 56. F. P. Graves: Progressive steps in the training of rural teachers—abstract, p. 509-511. 57. R. D. Baldwin: An ideal program for a situation unhampered by usual limitations—abstract, p. 512-514. 58. R. C. Shaw: A future outlook on the consolidation of schools—abstract, p. 521-523. 59. H. L. Eby: Pre-service training for the rural teacher—abstract, p. 525-527.

Department of school health and physical education. 60. James E. Rogers: Trends in physical education, p. 543-549. 61. J. B. Heffelfinger: Some trends in health and physical education, p. 549-554. 62. C. M. Sellery: Present day trends of school health service, p. 554-558.

Department of science instruction. 64. E. E. Bayles: Problems involved in the building of an integrated science program for junior and senior high

schools—abstract, p. 566-567. 65. Lea Beld: Unification of nature study with other subjects—abstract, p. 570-571.

Department of secondary school principals. 66. C. H. Threlkeld: A philosophy of secondary education—abstract, p. 580-582. 67. R. D. Lindquist: The secondary school principal as a supervisor, p. 583-585. 68. W. C. Ellis: The public junior college as an agency of democracy: the financial aspect—abstract, p. 586-588. 69. D. S. Campbell: The public junior college: an agency of democracy—the social aspect—abstract, p. 588-589. 70. F. O. Holt: Organized orientation and counseling—abstract, p. 590-593. 71. M. C. Wagner: Extracurriculum activities, a training for democracy—abstract, p. 593-595. 72. J. M. Glass: Democratizing the home-room program—abstract, p. 597-599. 73. E. K. Fretwell: Seven purposes of pupil participation in government—abstract, p. 599-601. 74. W. S. Gray: The relation of the junior college curriculum to general education—abstract, p. 602-604. 75. G. N. Kefauver: The organization of the junior college as an agency of democracy—abstract, p. 604-606. 76. J. B. Edmonson and G. E. Carrothers: Questions concerning the teaching load—outline, p. 606-607. 77. John Ruff: Making teaching methods serve the best interests of democracy—abstract, p. 610-612. 78. T. C. Knoles: Agencies contributing to general education—abstract, p. 616-618.

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World federation of education associations. 124. C. H. Williams: The world conference at Denver, p. 987-988. 125. Resolutions adopted by the fourth biennial conference, p. 988-994.

1046. ——— *DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS.* Proceedings of the sixteenth annual meeting... Washington, D. C., February 22, 23, and 24, 1932. 330 p. tables. (Edited by H. V. Church, secretary, 3129 Wenonah Avenue, Chicago, Ill.) (Bulletin no. 40)

Contains: 1. Thomas H. Briggs: A program for secondary education, p. 1-12. 2. Leonard V. Koss: Major aspects of the National survey of secondary education, p. 13-26. 3. Belmont Parley: Educational interpretation for the sec-

ondary school, p. 26-40. 4. Roy O. Billett: Aims and activities of supervisors, p. 41-62. 5. Arthur M. Seybold: A plan for cooperative supervision, p. 62-67. 6. W. C. Reavis: Guidance programs in secondary schools, p. 67-81. 7. Richard D. Allen: An organized guidance program in secondary schools, p. 81-83. 8. Arthur K. Loomis: Recent trends in the secondary-school curriculum, p. 94-107. 9. P. R. Brammell: Practices and problems in improving the articulation of high school and college, p. 170-196. 10. Frank N. Freeman: The requirements of mental hygiene in the secondary school, p. 197-205. 11. F. T. Spaulding: Is the junior-high school organization superior to the conventional organization? p. 208-229. 12. George F. Zook: Relative merits of 6-4-4 organization, p. 231-244. 13. Walter C. Bells: Relative merits of the six-three-three-two plan of organization, p. 244-258. 14. L. A. Wilson: The place of technical and vocational education in secondary schools, p. 259-265. 15. G. N. Kefauver: Some issues involved in the organization of specialized secondary schools, p. 266-274. 16. Jesse H. Newlon: How can the high school stimulate the intellectual interests of American youth? p. 315-321.

1047. NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS. Yearbook. Report of the Annual meeting held in Los Angeles, July 1, 1931. *National league of teachers' association bulletin*, 15: 2-30, December 1931.

The proceedings include the reports of officers and committees, papers, etc., among them the following: Report of the Committee on educational ideals and course of study, p. 6-10; Education for world peace, p. 14-20; Teacher load, p. 26-27.

1048. PACIFIC COAST ASSOCIATION OF COLLEGIATE REGISTRARS. Proceedings of the sixth annual convention... November 9 and 10, 1931. *Eugene, University of Oregon press* [1932?] 39 p.

Contains: 1. J. P. Mitchell: Organization of the registrar's office for research purposes, p. 10-14. 2. Karl M. Cowdery: Examples of research done in a registrar's office, p. 15-18. 3. H. R. Taylor: Psychological validity of various criteria for admission to college, p. 19-30.

1049. SOUTHERN CONFERENCE ON EDUCATION. Proceedings of the fourth conference, 1931. *Chapel Hill, University of North Carolina press*, 1932. 149 p. tables. (University of North Carolina extension bulletin, vol. xi, no. 7, March 1932)

Contains: 1. W. L. Potest: Education and depression, p. 8-19. 2. T. H. Briggs: Cooperating in economy, p. 20-32. 3. E. H. Embree: The place of universities in the Southern renaissance, p. 33-39. 4. Holland Holton: The responsibility of educational leadership at this time, p. 51-59. 5. Charles G. Maples: Adult illiteracy in the South, p. 90-94. 6. Paul Monroe: The present economic crisis and education, p. 125-136.

REPORTS

1050. AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Bulletin, vol. 18, no. 1. January 1932. 83 p.

This number contains the Report of the committee on academic freedom and tenure; report of the committee on pensions and insurance, income tax questions; the annual meeting; constitution and by-laws; etc. Also the annual meeting addresses.

1051. COLLEGE ENTRANCE EXAMINATION BOARD. Thirty-first annual report of the secretary, 1931, including the sixth annual report of the Commission on scholastic aptitude tests. New York, Published by the Board, 1931. 205 p.

This bulletin contains the usual reports of the commission on the requirements in the various subjects of the curriculum, the results of the examinations of June 1931, lists of examiners and readers, classification of candidates by place, by residence, by age, and with reference to the institutions they wished to enter. The last section is devoted to a general report on the Scholastic aptitude test.

1052. COMMONWEALTH FUND. Annual report for the year ending September 30, 1931. New York, The Commonwealth fund, 41 East Fifty-seventh Street, 1932. 66 p. illus.

Reports on the work of public health, the division of education, mental hygiene, child guidance in Great Britain, legal research, etc.

1053. DISCIPLES OF CHRIST. BOARD OF EDUCATION. Sixteenth annual report . . . to the International convention of Disciples of Christ. Wichita, Kan., October 6-11, 1931. Indianapolis, Indiana, 309 Chamber of Commerce building [1932?] 32 p. tables. (H. O. Pritchard, secretary)

Describes briefly the work of the survey commission in connection with several surveys of colleges under its control; gives tabulated information regarding the assets of its colleges, their budgets of current expenses, student enrollment, students preparing for full-time Christian work as ministers, missionaries, etc., the number of teachers in these colleges, and a list of the institutions cooperating with the Board.

1054. HAMILTON, OTTO T. and MURRAY, CLARENCE L. A school survey of Lagrange County, Indiana. Bloomington, Extension division, Indiana university, 1931. 64 p. tables, diagra. (Bulletin of the Extension division, Indiana university, vol. xvii, no. 4, December 1931)

Presents the usual report on attendance, ability and achievement of pupils, school-housing program, financing education, academic curricula and extracurriculum activities, personnel, and a summary of findings and recommendations.

1055. MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION. Seventh biennial report and brief fourteen-year survey of vocational education in Mississippi to the Legislature of Mississippi for the biennial period ending June 30, 1931. Jackson, Miss., The Board, 1931. 108 p. illus. diagra. (Bulletin no. 66. Vocational series no. 26)

This study is more than the usual biennial report, for it gives a survey as well of the vocational educational work of the State for the past 14 years, profusely illustrated and containing many charts and diagrams. Of unusual interest is the section showing the economic aspect of vocational education and how it "pays for itself" in the State.

1056. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The thirty-first yearbook. Part I. A program for teaching science; Part II. Changes and experiments in liberal-arts education. . . . Edited by Guy Montrose Whipple. Bloomington, Ill., Public school publishing company, 1932. 2 v.

Part I. A program for teaching science, prepared by the Society's committee on the teaching of science. S. Ralph Powers, chairman, assisted by other members of the society, with critical comments by F. N. Freeman, J. C. Morrison, and E. Laurence Palmer.

Part II. Changes and experiments in liberal-arts education, prepared by Kathryn M. McHale, with the collaboration of a number of college presidents, and comments from a second group of college executives.

1057. NEW YORK (STATE) UNIVERSITY. Cardinal objectives in elementary education. Some administrative phases of the program. A third report prepared by the Committee for elementary education of the New York State council of superintendents, October 1, 1931. Albany, The University of the State of New York Press, 1931. 108 p. illus.

Reports upon the following: The elementary school in transition; Some adjustments in the child's school environment; Unit teaching; The gifted pupil.

1058. SEARS, JESSE B. Marysville elementary school survey. Report of a study of the instructional, supervisory and administrative programs and service of the

schools. *Marysville, Calif., Marysville school district Board of education, 1931. 65 p. tables.*

The procedure of the physician called in to diagnose a case, has been applied in this survey, viz., the discovery of the weak and the strong points in the school system, their careful interpretation, and a prescription given, or, what should be done to remedy the situation, with emphasis placed upon the last named point.

1059. **SECONDARY EDUCATION BOARD.** Report of a study of the secondary curriculum. *Milton, Mass., The Board, 1932. 237 p.*

COURSES OF STUDY

1060. **INDIANA. DEPARTMENT OF PUBLIC INSTRUCTION.** Tentative course of study in the language arts for Indiana schools. Kindergarten and grades one to six. Prepared under the direction of the Inspection division, C. O. Murray, director, H. E. Moore, assistant director. . . . *Fort Wayne, Ind., Fort Wayne printing company, 1931. 206 p. tables (fold.). (Bulletin no. 107 A-6)*

The language arts in this course include reading, oral and written expression, handwriting, spelling, and sources of material for literature. The book is valuable to the teachers of Indiana and of other states as well as for the suggestions it contains regarding curriculum at the levels mentioned, for treatment of individual differences, for lists of activities which may be used to advantage, and a tabulated presentation of standard tests in the subjects studied. A section often omitted from such studies has been given here on the elementary school library, with a valuable bibliography offering first: A brief list of magazine articles dealing with children's books; 2, A list of book lists for elementary grades.

1061. **IOWA. DEPARTMENT OF PUBLIC INSTRUCTION.** Courses of study for high schools. Biology. Issued by the Department of public instruction, Agnes Samuelson, superintendent. . . . *Des Moines, Published by the State of Iowa, 1932. 64 p.*

In addition to the outline for study, an interesting list of men biologists, entitled "The Makers of biology" is appended, and a unit of study "A tree survey of the community" is given with unit objective, teacher procedure, pupil activities, evidences of master, etc. Material of this type is needed and will be welcomed by teachers of biology.

1062. ——— **Mathematics.** Issued by the Department of public instruction, Agnes Samuelson, superintendent. . . . *Des Moines, Published by the State of Iowa, 1931. 125 p.*

(Howard T. Smith, Executive secretary, Milton, Mass.)

Reports from the various committees composing the Board are presented, as follows: 1. Committee on transfer from elementary to secondary schools, p. 36-42. 2. Committee on English, p. 43-81. 3. Committee on classical languages, p. 82-99. 4. Committee on modern foreign languages, p. 100-163. 5. Committee on mathematics, p. 164-172. 6. Committee on natural science, p. 173-185. 7. Committee on social studies, p. 186-198. 8. Committee on religious and ethical education, p. 199-215. 9. Committee on music, p. 216-222. 10. Committee on studio and shop activities, p. 223-231. 11. Committee on home economics, p. 232-233.

In addition to the usual outlines for beginning and advanced algebra, plane and solid geometry, material is given on methods of study, and study habits, debate, recitations, mathematics clubs, a short list of mathematics plays, and the college entrance requirements in mathematics.

1063. **LOS ANGELES BANKS SCHOOL SAVINGS ASSOCIATION, comps.** Thrift in education. A source book of materials with suggested plans for study in connection with the School savings bank activity; for use in the Los Angeles city school district. . . . *Los Angeles, Calif., School savings division Los Angeles public schools, 1931. 188 p. tables, diagrs.*

A thrift course of study full of suggestions of a practical kind in teaching the subject. Enriching material is also afforded for all of the grades. Thrift games and various other activities to make the subject more interesting to the pupils are carefully worked out and presented.

1064. **The Nature almanac; a handbook of nature education.** [Compiled by A. N. Pack and A. Laurence Palmer.] *Washington, D. C., The American nature association, 1930. 399 p. illus.*

While this volume is not a course of study, it may be used to advantage in building courses of nature study. In addition to general information for planning activities and units of study, valuable data are given regarding the training of specialists in nature education, with a list of special schools, etc. The various biological divisions, plants, animals, birds, insects, mammals, reptiles, etc., have all been presented in sufficient detail to furnish useful material in the course of study. A list of science museums by States is given, and a classified bibliography of nature study.

1065. **PARKER, BERTHA M.** An introductory course in science in the intermediate grades. *Chicago, The University of Chicago, 1931. 129 p. illus.*

Contains: Purposes of science in the elementary school. The method of instruction; Method illustrated; Outline of other units of the course. Eleven units are given, as follows: Rocks, magnets, thermometers, air pressure, green plants as starch and sugar factories, fish, snails, conduction of heat, bacteria-yeasts-and molds, bird migration, and seeds and gardening.

1066. TODD, JESSIE M. Drawing in the elementary school. *Chicago, The*

University of Chicago, 1931. 60 p. illus. (Publications of the laboratory schools of the University of Chicago, no. 2, February 1931)

Contains: The child's use of drawing skills; How the graphic vocabulary is used in teaching drawing; Other type forms of the graphic vocabulary; and Results.

OFFICE OF EDUCATION PUBLICATIONS

1067. The American lyceum. Its history and contribution to education. By Cecil B. Hayes. *Washington, United States Government printing office, 1932. 72 p. (Bulletin 1932, no. 12)*
1068. Biennial survey of education in the United States, 1928-1930. Chapter V. Statistics of teachers colleges and normal schools, 1929-1930. Prepared in the Statistical division by and under the supervision of Emery M. Foster, chief. Advance pages, Vol. II. *Washington, United States Government printing office, 1932. 78 p. (Bulletin, 1931, no. 20)*
1069. Biennial survey of education in the United States, 1928-1930. Chapter VI. Homemaking education. By Emeline S. Whitcomb. . . . Advance pages, Vol. I. *Washington, United States Government printing office, 1931. 34 p. (Bulletin, 1931, no. 20)*
1070. Biennial survey of education in the United States, 1928-1930. Chapter VII. Statistics of private high schools and academies, 1929-30. Prepared in the Division of statistics by and under the direction of Emery M. Foster, chief. Advance pages, Vol. II. *Washington, United States Government printing office, 1932. 49 p. (Bulletin, 1931, no. 20)*
1071. Circular letters as a supervisory agency. By Jessie M. Parker. . . . *Washington, United States Government printing office, 1932. 80 p. tables. (Bulletin, 1931, no. 19)*
1072. Educational directory, 1932. Part I. Elementary and secondary school systems. Reprinted from *Bulletin, 1932, no. 1. Washington, United States Government printing office, 1932. 68 p. (Bulletin, 1932, no. 1)*
1073. Good references on Nursery education. Compiled by Mary Dabney Davis and Martha R. McCabe. *Washington, United States Government printing office, 1932. 8 p. (Good references. Bibliography no. 5)*
1074. Guidance leaflets. Music. By Walter J. Greenleaf. *Washington, United States Government printing office, 1931. 15 p. (Leaflet no. 17)*
1075. Guidance leaflets. Veterinary medicine. By Walter J. Greenleaf. *Washington, United States Government printing office, 1931. 9 p. (Leaflet no. 18)*
1076. Helps for schools in celebrating the George Washington bicentennial in 1932. Prepared by Florence C. Fox. . . . *Washington, United States Government printing office, 1931. 23 p. (Pamphlet no. 25)*
1077. List of educational research studies of State departments of education and State education associations, 1930-1931. By Edith A. Wright. *Washington, United States Department of the Interior, Office of education, January 1932. 43 p. mimeographed. (Circular no. 44)*
1078. Recent theses in education. An annotated list of 242 theses deposited with the Office of education and available for loan. Prepared in the Library division, Office of education. [By Edith A. Wright] *Washington, United States Government printing office, 1932. 41 p. (Pamphlet no. 26, December, 1931)*
1079. Record of current educational publications, October-December 1931. By Martha R. McCabe. *Washington, United States Government printing of-*

1080. Report cards for kindergarten and elementary grades. By Rowna Hansen . . . *Washington, United States Government printing office*, 1931. 24 p. tables. (Leaflet no. 41)
1081. Salaries in land-grant universities and colleges. By John H. McNeely . . . *Washington, United States Government printing office*, 1932. 27 p. tables. (Pamphlet no. 24, November, 1931)
1082. Scholarships and fellowships. Grants available in the United States colleges and universities. By Ella B. Ratcliffe . . . *Washington, United States Government printing office*, 1932. 157 p. tables. (Bulletin, 1931, no. 15)
1083. A study of the educational value of military instruction in universities and colleges. By Ralph Chesney Bishop. *Washington, United States Government printing office*, 1932. 24 p. tables. (Pamphlet no. 28)

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